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ABSTRACT

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and quizzes. EM 010 434 and EM 010 436 are the first and third documents of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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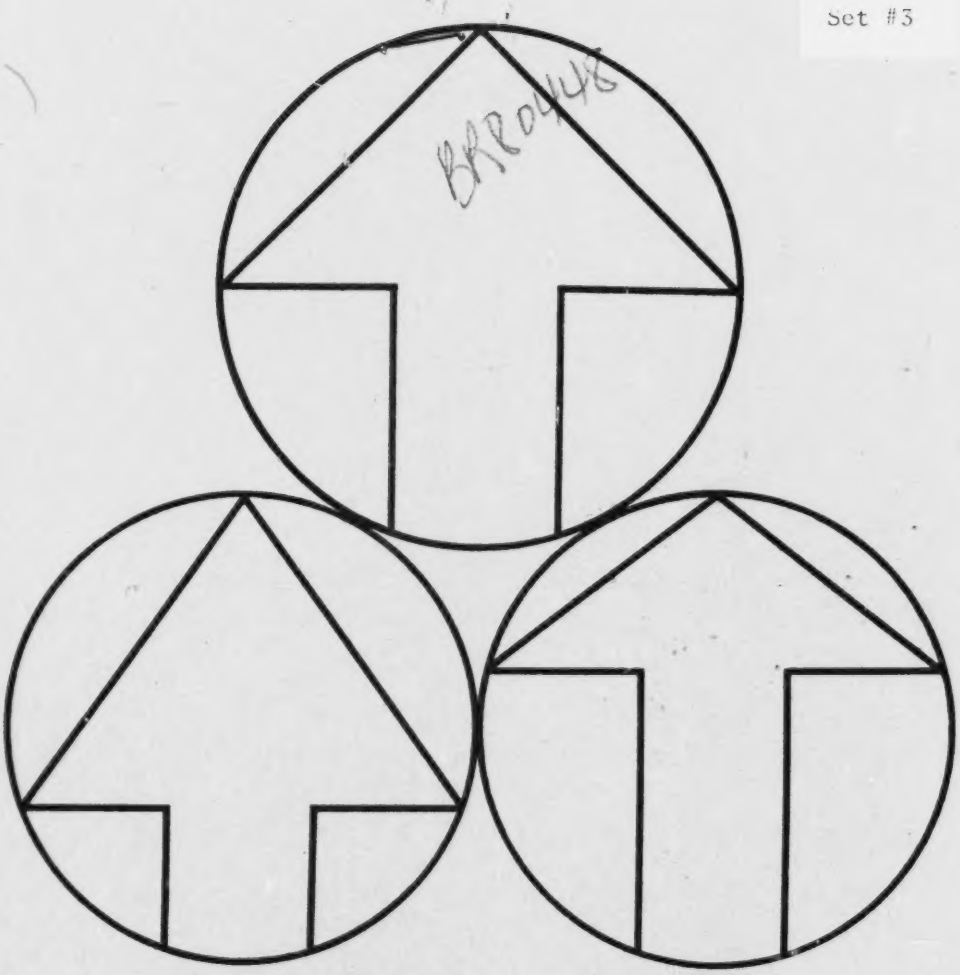

# Introduction To Psychology And Leadership

## Volume VII-B

### Leadership Behavior And Style

EM 010 435

ED 071293

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SEVEN

## LEADERSHIP BEHAVIOR AND STYLE

Segments I & II

Volume VII-B

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Annapolis, Maryland

1971

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United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SEVEN

## LEADERSHIP BEHAVIOR AND STYLE

### Segment I

### Leadership Behavior

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

*"The commander must try, above all to establish personal and comradely contact with his men, but without giving away an inch of his authority."*

*Erwin Rommel*

Every person in authority must consider certain requisites of leadership behavior. In Part Seven we study from several angles how a leader should carry out the leader's role. He must always be aware of his own behavior and of how that behavior affects the behavior of others.

# LEADERSHIP BEHAVIOR

## Summary 1

## Leadership Behavior

### The Concept of Leadership Behavior

A leader's behavior is influenced by his own personality, the nature of his follower group, and the peculiarities of the situation. Of these three factors, the one with the greatest constancy is "personality," since this element is by definition individualized and exists before the situation. Leadership behavior can be defined as the leader's specific acts while directing or coordinating the work of his group.

This segment is concerned with how a leader's behavior can be changed or modified as a function of two variable conditions (e.g., the nature of the follower group and situational peculiarities).

### Influences on Leadership Behavior

As conditions change, the behavior of an individual subject to the new conditions will change also. The nature and direction of behavior change can often be predicted from prior experience with persons occupying a position under given

conditions. The expected behavior of a person occupying a specific status position is called a role. However, roles are not always sharply separated. As a second class midshipman at the Naval Academy, you play a variety of roles. In the eyes of the plebes, you are a leader, and they expect you to behave in that capacity. From the viewpoint of first classmen, you are subordinate to them and they expect your behavior to be that of a follower. To your professors, your role is that of a student, and they judge you according to your academic behavior. All of us play different roles, and these roles represent our expected behavior in view of the position we occupy. The closer one's behavior comes to that which others expect of him, the better others accept him in that role. In leadership, this same axiom applies. The more a leader's behavior corresponds to the behavior which his subordinates expect of that role, the more these subordinates will accept him as a leader.

Roles may be classified according to types. We are concerned with four: the organizational role, the institutional role, the follower role, and the leader role.

The Organizational Role

Membership in an organization implies that you accept the rules of that organization. To be an integral part of an organization we must accept and adopt the special characteristics imposed by our organizational role. In the military, where we

identify with and belong to an organization in which we work, to which we report and with which we interact, these characteristics are often very visible. This means that each member of a military organization must adopt its customs, manner of dress, general character, and personality. When a candidate takes the oath of a midshipman, he officially accepts certain responsibilities and adopts the customs, traditions, and regulations of the Naval Academy. These requirements of organizational membership may be less formal within civilian organizations but they are present nonetheless.

The Institutional Role

Institutional roles are generally professional in nature and center on the ideals and goals of expected behavior. In a broad sense, institutional roles are closely tied to the organization's reason for existence. In the case of a military leader, institutional roles are derived from the leader's functions as an operative in the service of his country. Indirectly, he works for and carries out the wishes of the American people. His institutional role demands that he uphold American democracy and the U.S. Constitution, and provide for national defense. The institutional role charges him with a dual responsibility--mission accomplishment and providing for the welfare of his men. In most cases these responsibilities (functions) reinforce and complement each other.

At times these two responsibilities may be in conflict. Mission accomplishment always maintains precedence.

The Follower Role

Before a leader can learn to lead well, he must first learn to follow well. A good leader must be able to adhere to the role behavior expected by his superiors.

Most military personnel are followers in the sense that they carry out orders from superiors.

The leader must understand that as a follower he will be exposed to countless variables in the personalities of his seniors. In this case, as a subordinate leader, he must be able to perceive the personality of his seniors accurately and adjust to changes in personalities as there is a change in command. A flexible outlook in the follower role will do much to further a young officer's career as well as to facilitate organizational harmony and mission accomplishment.

The Leader Role

The role of a leader places special requirements upon an individual that can directly affect chances for success or failure in mission performance. Certain behaviors are expected of leaders and failure to meet these expectations may cause subordinates (followers) to lose respect for their leader. A group's assessment of their leader's behavior is based upon his ability to satisfy their particular goals and needs. If a leader is unable to do so, their acceptance of him will suffer.

The leader must realize that his personality will influence the role of his subordinates. The leader also must understand that his role behavior toward his seniors will exert a profound influence on the role (leadership behavior) of his lower level leaders.

Studies, many sponsored by the military, have been conducted to determine appropriate and effective behavior for the leader. One conclusion was that variations in the effect of a leader's choice of behavior can often be attributed to situational variants; subordinates expect their leader to behave differently in different situations (e.g., operational vs. training situations).

Other studies indicate that a group's willingness to be influenced by their leader depends upon his professional competence, his interest in participating in group activities, his interest in group members, and the source of his authority (whether he is elected or appointed). Fiedler's theory considers a leader's personality as well as situational factors when specifying the conditions under which one type of leadership behavior will be more conducive to group effectiveness than another type.

We have been examining four different types of roles common to military situations. These are: the organizational role, the institutional role, the follower role, and the leader role. These cannot be treated as mutually exclusive, as there is considerable interaction between an organization and the purpose for which the organization

exists (institutional role). Similarly, leaders and followers are constantly in close association. A group influences its leader and the leader influences the group. While subordinates respect the fact that a leader is responsible to the institution for accomplishment of mission, they also expect a leader to be concerned with their needs, and with the satisfaction of their personal goals.

---

Now, take Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Leadership Behavior

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements best describes the concept of leadership behavior?

   a. Leadership behavior is the accumulative result of an individual's prior experience in a given status position.

   b. Leadership behavior refers to the specific acts in which a leader engages while directing or coordinating the work of his group.

   c. Leadership behavior refers to the strengths of character and decision making skills which are representative of a naval officer.

   d. Leadership behavior refers to those performance variables used to measure the effectiveness of naval personnel under stress conditions.

---

2. Which of the following statements best defines the concept of role?

   a. The expected behavior of a person occupying a specific status position

   b. An individual's interpretation of how he should act within a specific status position

   c. The specific acts in which a person engages while fulfilling a leadership position

   d. That part of an individual's behavior which is specified by organizational requirements

3. Select the statement which best describes organizational role behavior.

a. In order to satisfy an organizational role an individual must have the technical competence to successfully complete the mission of his assigned status position.

b. The organizational role imposes a responsibility to maintain status congruency between personal philosophy and practical necessities.

c. The organizational role defines a leader's ability to fulfill the personal needs of his followers.

d. To be part of an organization means that a member must adopt its customs, manner of dress, general character and personality.

---

4. Select the statement which best describes institutional role behavior.

a. Institutional roles are generally professional in nature and center on the ideals and goals of expected behavior (i.e., the purpose for which an organization exists).

b. Institutional roles exist only in the sense that many individuals together create an institutional character; no single person can fill the requirements of such roles.

c. Institutional roles refer to the regulations imposed by an organization in order to provide uniformity in social and public behavior patterns.

d. Institutional roles serve to identify individuals within the structural hierarchy of an organization through such devices as rank, seniority, and status position.

5. Which one of the following is valid concerning the role of a division officer?

a. The more status positions occupied by a division officer, the more accepted he will be by his subordinates.

b. A division officer is more accepted as a leader by his subordinates if he has a high position status.

c. A division officer is more accepted in his role if his actual behavior is congruent with what others expect of him.

d. All of the above

---

6. A military leader is faced with a dual responsibility of accomplishing his mission and looking out for the welfare of his men.

Which one of the following best describes this situation?

a. Accomplishment of mission and consideration for welfare are coincidental.

b. Accomplishment of a mission by any military leader is without regard for consideration of welfare.

c. Consideration of welfare, the priority consideration of any military leader, will bring about accomplishment of mission.

d. Accomplishment of mission and consideration for welfare often complement each other; but, the mission takes priority.

7. ENS Thatcher has taken over the G Division aboard a CVS. CWO Smith, a veteran of 26 years in the Navy, is the junior division officer.

Which one of the following states acceptable follower role behavior on the part of the CWO?

a. CWO Smith should teach ENS Thatcher how to adhere to the role behavior expected by his superiors since he has so much more practical experience.

b. CWO Smith should tell ENS Thatcher that they should split the division duties until ENS Thatcher catches on.

c. CWO Smith must adhere to the role behavior expected of him by ENS Thatcher.

d. CWO Smith should sit down with ENS Thatcher and discuss the manner in which the division has been operated until Thatcher's arrival so that the expectations of the men are not violated by Thatcher.

---

8. Which one of the following represents acceptable leader role behavior on the part of ENS Thatcher (who is taking over G Division aboard a CVS with a CWO for a junior division officer)?

a. ENS Thatcher should step in and assert his authority in an attempt to keep the men from influencing his behavior.

b. ENS Thatcher should watch CWO Smith run the division, learn what to do, and discuss with CWO Smith the best methods of handling the problem.

c. ENS Thatcher should discuss the problems of the division with CWO Smith, show concern for the needs of the men, and accept the fact that CWO Smith and others will influence his behavior.

d. None of the above

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Now, check your answers.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. a
3. d
4. a
5. c
6. d
7. c
8. c

---

If all your answers are correct, go to Summary 2 on page 35. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Leadership Behavior

OVERVIEW: In this programed sequence we shall discuss four types of roles commonly seen in leadership behavior. These are: the organizational role, the institutional role, the follower role, and the leader role. The first two relate to situational factors affecting leadership behavior. The last two relate to situational factors affecting leadership behavior.

---

1 A leader's behavior is influenced by his own personality, the nature of his follower group, and by the peculiarities of the situation. Personality is by definition individualized and exists before the situation.

Which of the following factors affecting leadership behavior is the most constant?

a. Follower group

b. Situation

c. Leader's personality

2 The influence of personality on leadership behavior can be seen through the specific acts in which a leader engages while directing or coordinating the work of his group.

Which of the following statements best defines the concept of leadership behavior?

a. The specific acts in which a leader engages while directing or coordinating the work of his group

b. The ability to respond to stressful situations

c. The quality of character necessary to lead men in battle.

d. The ability to command obedience from a follower group.

---

3 A leader's behavior can be changed or modified as a function of variable conditions.

Which of the following best fits the definition of variable conditions which can change a leader's behavior?

a. Time in service and status position

b. Nature of the follower group and situational peculiarities

c. Personality and motivation

4 The nature and direction of behavior change brought about by new conditions can often be predicted from prior experience with persons occupying that position under similar circumstances. This expected behavior is called a role.

Which of the following is true?

a. We can predict how a person will act under given circumstances if we know what others have done in those circumstances.

b. The role concept assures us that fixed behavior patterns can be associated with specified positions and conditions.

c. The role concept is based on an individual's prior experience performing similar duties.

d. The role concept provides a frame of reference about behavior with which we can anticipate expected changes in behavior due to new conditions.

---

5 A second class midshipman at the Naval Academy plays a variety of roles. In the eyes of the plebes, he is a leader, and will be expected to behave as such. From the viewpoint of a first classman, he is subordinate and will be expected to behave as a follower. To a professor, he is regarded as a student, and he will be judged according to academic measures.

Which of the following conclusions can be drawn?

a. Roles are inconsistent and difficult to identify.

b. The same position often requires that we play different roles and these roles represent our expected behavior in view of the position we occupy.

c. Roles should have singular behavioral requirements and confusion results when they do not.

d. The roles we play cause personality change.

6 The closer one's behavior comes to that which others expect of him, the better others accept him in that role. This is especially true in reference to leadership behavior. The more congruent a leader's behavior to the behavior expected of him by subordinates, the greater his acceptance as a leader will be.

Which of the following statements explains the significance of this congruency?

a. Behavior corresponds to the behavior expected by others

b. Behavior satisfies the individual preferences of followers

c. Behavior influences the expectations of others

7 Roles may be classified according to types. There are four types which will be considered here. The first type is based on the proposition that membership in an organization implies acceptance of the rules of that organization. Satisfactory compliance with these rules is regarded as fulfillment of the ORGANIZATIONAL ROLE.

Select the statement which indicates the basis of the organization role.

a. The organizational role is based on the premise that all military personnel will conduct themselves at all times in a manner which reflects favorably on their organization.

b. Organizational roles are derived from the leader's functions as an operative in the service of his country.

c. Organizational roles are based on the findings of numerous studies conducted to determine appropriate and effective behavior and styles for a leader.

d. The organizational role is based on the premise that membership in an organization implies acceptance of the rules of that organization.

8 In order to be successful within an organization an individual must be prepared to accept and adopt the special characteristics imposed by the organizational role. In the military, where an individual identifies with and belongs to an organization in which he works, to which he reports and with which he interacts, these characteristics are often very visible. This means that each member of a military organization must adopt its customs, manner of dress, general character, and personality.

Select the statement which describes the behavior necessary to become an integral part of a military organization.

a. Each member of a military organization must be prepared to develop a style of leadership which is more than just a copy of his senior's style.

b. A member of a military organization need only be concerned with the visible aspects of military character.

c. A member of a military organization must adopt its customs, manner of dress, general character, and personality.

9 A new ensign reports aboard his first ship. In his initial meeting with the Captain, the usual courtesies are exchanged. In his first meeting with the Executive Officer, the Executive Officer expresses hope that the ensign will adjust quickly to "fit in" with the ship.

Which one of the following best represents organizational role behavior on the part of the Executive Officer?

a. He wanted to get the ensign squared away as to who really represents the organization.

b. He wanted the ensign to quickly identify with the ship, adopting her customs, rules, general character, and personality.

c. He wanted to impress the ensign with the Executive Officer's status within the organization.

d. He wanted the ensign to get to work immediately.

10 In the case of a military leader, institutional roles are derived from the leader's functions as an operative in the service of his country. Indirectly, he works for and carries out the wishes of the American people. His institutional role demands that he uphold American democracy and the U.S. Constitution, and provide for national defense.

Select the statement which best describes the institutional role behavior of a U.S. Navy leader.

a. The institutional role demands that he uphold American democracy and the U.S. Constitution, and provide for national defense.

b. The institutional role demands that he officially accept certain responsibilities and adopt the customs, traditions, and regulations of the U.S. Navy.

c. The institutional role requires that an individual be technically competent in accomplishing his mission.

11. During a bull session in the wardroom the junior officers' discussion centers on the role, the Commanding Officer of a U.S. Navy destroyer.

Which one of the following best describes the institutional role of a destroyer CO?

a. The destroyer CO is a leader who requires assistance from the industrial complex.

b. The destroyer CO is a leader whose primary activity involves promoting good Navy/community relations.

c. The destroyer CO is a leader whose primary activity involves training subordinates to identify with the ship.

d. The destroyer CO is a leader whose primary activity involves bringing his ship up to a maximum degree of combat readiness.

12. A military leader is faced with the dual responsibility of accomplishing his mission and looking out for the welfare of his men.

At times these two responsibilities may be in conflict. Mission accomplishment always maintains precedence.

Which one of the following best describes this situation?

a. Accomplishment of mission and consideration for welfare are coincidental.

b. Accomplishment of a mission by any military leader is without regard for consideration of welfare.

c. Consideration of welfare, the priority consideration of any military leader, will bring about accomplishment of mission.

d. Accomplishment of mission and consideration for welfare often complement each other; but the mission takes priority.

13 Before a leader can learn to lead well, he must first learn to follow well; therefore, a good leader must be able to adhere to the role behavior expected by his superiors. Most military personnel are followers in the sense that they carry out orders from superiors.

Which of the following statements is characteristic of the FOLLOWER ROLE?

a. In order to be a good leader, a person must first learn to follow well.

b. The military leader must adhere to the role behavior expected by his superiors.

c. The personality of a subordinate influences the role of the leader.

d. Both a and b

14 A leader must understand that as a follower he will be exposed to countless variables in the personalities of his seniors. In this case, as a subordinate leader, he must be able to perceive the personality of his senior accurately and adjust to changes in personalities as there is a change in command. A flexible outlook from the follower role will do much to further a young officer's career as well as to facilitate organizational harmony and mission accomplishment.

Select the characteristic which helps a leader function as a good follower.

a. Flexibility

b. Constancy

c. Determination

d. Curiosity

15 The LEADER ROLE: Certain behaviors are expected of leaders that can directly affect the chances of success or failure in mission performance. Failure to meet these expectations may cause subordinates (followers) to lose respect for their leader. A group's assessment of their leader's behavior is based upon his ability to satisfy their particular goals and needs. If a leader is unable to satisfy the needs of his subordinates, their acceptance of him will suffer.

A group's acceptance of their leader depends primarily on the group's expectation that:

a. The leader is capable of accomplishing the mission.

b. The leader is expected to satisfy the particular goals and needs of the group.

c. The leader is expected to maintain the level of respect due him and satisfactorily accomplish the mission.

d. All the above

16 Studies, including many sponsored by the military services, have been conducted to determine appropriate and effective behavior and styles for a leader. In a study of an operational unit, subordinates rated their leaders on certain leadership behaviors. The ratings were then analyzed and a comparison was made of the ratings between the leaders consistently rated high and those rated low. The same study was later repeated in a training unit. Although many of the ratings were highly correlated between the studies, differences were noted between the ratings made by the two groups. The researchers concluded that such variations could be attributed to situational differences.

Select the statement which best summarizes the conclusion to be made from these studies.

a. Effective leadership behavior is dependent upon the nature of the follower group.

b. Subordinates expect their leaders to behave differently in different situations (e.g., operational vs training situations).

c. Successful comparisons of leadership behavior cannot be made unless the situations are identical.

d. Subordinates prefer leaders who have a training approach to leadership situations.

17 More recently, under Navy sponsorship (1966), Hollander and Julian studied the attitude of subordinates toward a leader's attempts to exert influence. Their conclusion was that the group's willingness to be influenced depended on the leader's competence, his interest in participating in group activities, his interest in group members, and the source of his authority (whether he is elected or appointed).

Select the phrase(s) which indicate(s) a factor affecting a group's willingness to be influenced by their leader.

a. The leader's competence

b. The leader's interest in the welfare of group members

c. The source of a leader's authority

d. The degree of participation in group activities

e. All of the above

18 Select the statement(s) giving appropriate conclusions regarding the four types of roles common to military situations.

a. There is considerable interaction between the organization and the purpose for which the organization exists (institutional role).

b. Leaders and follower are constantly in close association.

c. A group influences its leader just as the leader influences the group.

d. Subordinates respect the fact that a leader has responsibilities to the institution (accomplishment of mission), but they also expect a leader to be concerned with their needs, and with the satisfaction of their personal goals.

e. All of the above

---

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Leadership Behavior

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements best defines the concept of role?

   a. An individual's interpretation of how he should act within a specific status position

   b. The specific acts in which a person engages while fulfilling a leadership position

   c. That part of an individual's behavior which is specified by organizational requirements

   d. The expected behavior of a person occupying a specific status position

---

2. Which of the following statements best describes the concept of leadership behavior?

   a. Leadership behavior refers to the strength of character and decision making skills which are representative of a naval officer.

   b. Leadership behavior is the accumulative result of an individual's prior experience in a given status position.

   c. Leadership refers to the specific acts in which a leader engages while directing or coordinating the work of his group.

   d. Leadership behavior refers to those performance variables used to measure the effectiveness of naval personnel under stress conditions.

3. ENS Thatcher has taken over the G Division aboard a CVS. CWO Smith, a veteran of 26 years in the Navy, is the junior division officer.

Which one of the following states acceptable follower role behavior on the part of the CWO?

a. CWO Smith should sit down with ENS Thatcher and discuss the manner in which the division has been operated until Thatcher's arrival so that the expectations of the men are not violated by Thatcher.

b. CWO Smith should tell ENS Thatcher that they should split the division duties until ENS Thatcher catches on.

c. CWO Smith should teach ENS Thatcher how to adhere to the role behavior expected by his superiors since he has so much more practical experience.

d. CWO Smith must adhere to the role behavior expected of him by ENS Thatcher.

---

4. Which one of the following is valid concerning the role of a division officer?

a. A division officer is more accepted in his role if his actual behavior is congruent with what others expect of him.

b. The more status positions occupied by a division officer, the more accepted he will be by his subordinates.

c. A division officer is more accepted as a leader by his subordinates if he has a high position status.

d. All of the above

5. Select the statement which best describes organizational role behavior.

a. To be part of an organization means that a member must adopt its customs, manner of dress, general character and personality.

b. The organizational role imposes a responsibility to maintain status congruency between personal philosophy and practical necessities.

c. In order to satisfy an organizational role an individual must have the technical competence to successfully complete the mission of his assigned status position.

d. The organizational role defines a leader's ability to fulfill the personal needs of his followers.

---

6. Which one of the following represents acceptable leader role behavior on the part of ENS Thatcher (who is taking over G Division aboard a CVS with a CWO for a junior division officer)?

a. ENS Thatcher should discuss the problems of the division with CWO Smith, show concern for the needs of the men, and accept the fact that CWO Smith and others will influence his behavior.

b. ENS Thatcher should step in and assert his authority in an attempt to keep the men from influencing his behavior.

c. ENS Thatcher should watch CWO Smith run the division, learn what to do, and discuss with CWO Smith the best methods of handling the problem.

d. None of the above

7. A military leader is faced with a dual responsibility of accomplishing his mission and looking out for the welfare of his men.

Which one of the following best describes this situation?

a. Accomplishment of mission and consideration for welfare are coincidental.

b. Accomplishment of mission and consideration for welfare often complement each other; but the mission takes priority.

c. Accomplishment of a mission by any military leader is without regard for consideration of welfare.

d. Consideration of welfare, the priority consideration of any military leader, will bring about accomplishment of mission.

---

8. Select the statement which best describes institutional role behavior.

a. Institutional roles are generally professional in nature and center on the ideals and goals of expected behavior (i.e., the purpose for which an organization exists).

b. Institutional roles serve to identify individuals within the structural hierarchy of an organization through such devices as rank, seniority and status position.

c. Institutional roles refer to the regulations imposed by an organization in order to provide uniformity in social and public behavior patterns.

d. Institutional roles exist only in the sense that many individuals together create an institutional character; no single person can fill the requirements of such roles.

---

Now, check your answers on page 34.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. d
2. c
3. d
4. a
5. a
6. a
7. b
8. a

---

Now, go to the next page and go through Summary 2.

Summary 2

## Role Expectations

### Characteristics of Role Expectations

We have examined the types of roles which commonly occur within leadership situations. It is equally important that a leader understand the characteristics of expectations accompanying these roles and the manner in which they influence a leader's behavior.

1) *Expectations are not independently determined:* Expectations are not developed by one individual acting alone. Rather, they arise from a mutual interchange. The relationship established between a junior officer and his subordinate evolves from the interaction of the two men rather than from the action of just one of them.

2) *Expectations have their roots in tradition:* Expectations are traditionally derived from and attached to a status position and apply to whoever occupies the position; e.g., a Captain in the Navy is expected to be a strong personality, a lover of the sea, and confident in his own abilities as a mariner.

3) *Expectations are dynamic:* A change in conditions will cause a modification in role expectations. Additionally, the interaction process produces a constant reformulation of expectations.

Expectations and Perception

Being a leader, by its very nature, entails occupying status positions. The leader often fills several status positions at the same time (for example, he is both leader of his subordinates and a follower of his superiors). The failure to perceive properly the expectations associated with a status position leads to inappropriate behavior, and probably will result in conflict. If the occupant of a status position does not act the role properly, it does not matter whether this failure is one of basic inability or is a failure to perceive what others expect of him. The ensuing behavior is inappropriate and conflict results.

If other members of the organization do not agree in their expectations of the occupant of a status position, his behavior may be only partially or intermittently appropriate and conflict may arise.

Effects of Role Expectations by Others

It should be clear that a leader's behavior is influenced greatly by the expectations of others. These expectations establish a model (role) for the leader, providing him with a pattern to which he may adjust his own behavior. Usually, in the military, subordinates will have similar expectations of what the leader's behavior should be. The sum total of expectations from others defines what is appropriate and what is inappropriate behavior. The problem for the leader is to be perceptive to these expectations. Again, in the military, the fact that traditions have been established makes the identification of these expectations an easier task.

By fulfilling expectations, the leader permits others to anticipate his behavior in certain situations, enabling himself and others to function as an integrated unit. The leader occupies simultaneously a series of status positions, but his behavior is dominated by one position at a time. Expectations of others cue the leader as to which behavior is most appropriate at a given moment.

When the leader's behavior does not fit the pattern established by the expectations of others, role strain results. This gives rise to difficult problems in human relations. One

of the many challenges facing you as a division officer will be to determine causes of role strain, that is, why behavior doesn't match expectations.

---

Now, go to the next page and take Summary Pre-Quiz 2.

Summary Pre-Quiz 2

Role Expectations

Answer the following questions as indicated in your Student Guide.

---

1. A group of officers from a CVA discuss the role expectations that they have of a carrier Commanding Officer.

Which one of the following statements best characterizes such role expectations?

a. A carrier Captain has a good service reputation as a person, a leader, and a naval officer.

b. A carrier Captain is knowledgeable of all phases of naval operations.

c. A carrier Captain is an excellent pilot and a competent shiphandler.

d. All of the above

2. A new officer reported aboard a CVS to take over the helicopter squadron (HS) for antisubmarine warfare search and attack missions. This officer was an excellent helicopter pilot and knew the important contribution which the helicopter added to the total ASW team. He had served as training officer in another HS squadron aboard a different CVS and was most effective in getting pilots to work together. As the officer approached his new assignment, he was naturally concerned about doing a good job as Commanding Officer and was especially alert to those conditions which provided perceptual cues of the expectations of his squadron personnel.

Which one of the following best identifies the relationship between role expectations and a behavioral model of the new helicopter squadron Commanding Officer?

a. The Air Group Commander is the helicopter squadron Commanding Officer's immediate superior, and his expectations determine the model.

b. The new Commanding Officer perceives his model to be a combination of what the Air Group Commander and the men in his squadron expect of him.

c. The expectations of the men in his squadron establish the model for the pattern of the new Commanding Officer's behavior.

3. Referring again to the helicopter squadron, which one of the following identifies the result that fulfilling role expectations has on the Commanding Officer's relationship with others?

a. The fulfillment of role expectations is nothing supernatural. But it will help the new Commanding Officer to maintain his lofty and necessarily aloof position.

b. The fulfillment of role expectations will help the new Commanding Officer assume the father image for his subordinates.

c. The fulfillment of role expectations will let the new Commanding Officer command in a more authoritarian manner in future situations.

d. The fulfillment of role expectations will permit other squadron personnel to anticipate the leader's behavior in certain situations, enabling himself and others to function as an integrated unit.

---

4. Which one of the following best identifies the relationship between role expectations and the various status positions which the leader fills?

a. A given status position is matched with role expectations for that position. Role expectations never change.

b. The leader can only fill one status position at a time, and his behavior is cued to that position.

c. The leader occupies several status positions, but his behavior is dominated by one position at a time and the role expectations attached to it.

d. The leader's behavior will not likely change as he moves from one status position to another because his personality will remain the same.

5. What will be the most probable consequence if the squadron Commanding Officer does not fulfill the role expectations of the squadron members?

a. The new Commanding Officer will be called in by the Air Group Commander for this shortcoming in human relations.

b. In role strain situations, the Commanding Officer will leave and the squadron Executive Officer will take over the squadron.

c. Role strain will occur and the Commanding Officer will face a human relations problem with his subordinates.

d. The new Commanding Officer will try to change the role expectations of his squadron so that he can do what he wants.

---

Now, check your answers on page 44.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. d
2. b
3. d
4. c
5. c

---

If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Role Expectations

OVERVIEW: In this programed sequence we shall discuss role expectations. We shall consider the various characteristics of role expectations and the manner in which role expectations relate to individual perception. We shall conclude our investigation with a discussion of the effects of role expectations on leadership behavior.

---

1 Expectations are not developed by one individual acting alone. Rather, they arise from a mutual interchange. The relationship established between a junior officer and his subordinate evolves from the interaction of the two men rather than from the action of just one of them.

Select the statement below which best summarizes the characteristic of role expectations described above.

a. Expectations are the result of one individual acting to influence the behavior of another.

b. Expectations are not independently determined.

c. Expectations are determined by pre-existing regulations.

d. Expectations are independently determined.

2 When you hear the term "boatswain's mate" you immediately associate this with the oldest rate in the Navy. You would expect that anyone who is a boatswain's mate to be very much a part of the old school of Navy tradition. Likewise, there are expectations in the position of Captain of a ship. You expect a Captain to be a strong personality, a lover of the sea, and confident in his own abilities as a mariner.

Select the statement(s) which best summarize(s) the characteristic of role expectations described above.

a. Expectations have their roots in tradition.

b. Expectations are based on mental associations.

c. Expectation in the Navy can be identified according to rank.

---

3 A change in conditions will cause a modification in role expectations. Additionally, the interaction process produces a constant reformulation of expectations. The following example illustrates this point.

A submarine Captain of World War II days would not be expected to be conversant on the subject of nuclear reactor power plants and their potential to the military, since the first self-sustaining chain reaction did not occur until 1942. Today, however, you would think it very strange if a submarine Captain could not talk intelligently about reactor efficiency.

Select the statement below which best summarizes the characteristic of role expectations described above.

a. Expectations are unreliable concepts.

b. Expectations are inconsistent.

c. Expectations are fixed concepts in the Navy.

d. Expectations are dynamic.

4 A leader often fills several status positions at the same time (for example, he is both leader of his subordinates and a follower of his superiors). The failure to perceive properly the expectations associated with a status position leads to inappropriate behavior, and probably will result in conflict between expectations.

Select the statement which describes a situation in which conflict may result.

a. Conflict will result whenever a leader fills several status positions at the same time.

b. Conflict will result when a leader fails to perceive properly the expectations associated with a status position and then exhibits inappropriate behavior.

c. Conflict will result when a leader attempts to be both a leader of his subordinates and a follower of his superiors.

d. Conflict will result when a leader allows others to anticipate his behavior.

5 If the occupant of a status position does not act the role properly, it does not matter whether this failure is one of basic inability or is a failure to perceive what others expect of him. The ensuing behavior is inappropriate and conflict between expectations results.

Select the statement which best defines the circumstances under which conflict can result.

a. Conflict can result when a leader does not perform his duties well.

b. Conflict will result whenever a leader fails to discuss his actions with subordinates.

c. Conflict will result when a leader places too much importance on the wishes of subordinates.

d. Conflict will result when a leader fails to act his role properly due to either basic inability or failure to perceive what others expect of him.

6 If other members of an organization do not agree in their expectations of the occupant of a status position, his behavior may be only partially or intermittently appropriate and conflict may arise. The following example illustrates this point.

A first classman selected to be the company commander is thrust into a senior-subordinate relationship with his classmates. He has enjoyed a peer relationship and suddenly has to be a superior. Some of his classmates will agree as to their expectations of the new company commander (i.e., he should be a company commander), while others might feel that the relationship hasn't changed, and that the new company commander should treat them as peers, not subordinates.

Select the statement which indicates the probable result of the example above.

a. With a polarization of expectations, the company commander's behavior is apt to be only partially appropriate.

b. The company commander will eventually realize that if he does alter his behavior his men will lose respect for him.

c. If he doesn't alter his behavior he will be faced with the problem of dealing with former peer associates as subordinates and they will not accept him in his new role.

7 It should be clear that a leader's behavior is influenced greatly by the expectations of others. These expectations establish a model (role) for the leader, providing him with a pattern to which he may adjust his own behavior. Usually, in the military, subordinates will have similar expectations of what the leader's behavior should be. The sum total of expectations from others defines what is appropriate and what is inappropriate behavior. The problem for the leader is to be perceptive to these expectations. Again, in the military, the fact that traditions have been established makes the identification of these expectations an easier task.

Select the statement which describes the manner in which expectations of others aid a leader in adjusting his actions to match appropriate behavior.

a. Expectations of others establish a model for the leader, providing him with a pattern to which he may adjust his own behavior.

b. Expectations of others provide a continuity of opinion which enable the leader to be more perceptive.

c. Expectations are not really necessary in the military since role expectations are predetermined.

8 By fulfilling expectations, the leader permits others to anticipate his behavior in certain situations, enabling himself and others to function as an integrated unit. The leader simultaneously occupies a series of status positions, but his behavior is dominated by one position at a time.

Select the statement which best describes the method by which a leader can promote organizational unity.

a. An effective leader fulfills the requirements of numerous status positions simultaneously.

b. An effective leader accurately perceives which of several status positions should dominate his behavior

c. An effective leader permits others to anticipate his behavior in certain situations.

9 Expectations of others cue the leader as to which behavior is most appropriate at a given moment. When the leader's behavior does not fit the pattern established by the expectations of others, role strain results. This gives rise to difficult problems in human relations. One of the many challenges facing you as a division officer will be to determine causes of role strain, that is, why behavior doesn't match expectations.

Select the statement which best describes the causes of role strain.

a. Role strain results when a leader attempts to occupy a series of status positions simultaneously.

b. Role strain is the result of problems in human relations.

c. Role strain results when a leader's behavior does not fit the pattern established by the expectations of others.

d. Role strain results when a leader permits others to anticipate his behavior.

---

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Role Expectations

Answer the following questions as indicated in your Student Guide.

---

1. A new officer reported aboard a CVS to take over the helicopter squadron (HS) for antisubmarine warfare search and attack missions. This officer was an excellent helicopter pilot and knew the important contribution which the helicopter added to the total ASW team. He had served as training officer in another HS squadron aboard a different CVS and was most effective in getting pilots to work together. As the officer approached his new assignment, he was naturally concerned about doing a good job as Commanding Officer and was especially alert to those conditions which provided perceptual cues of the expectations of his squadron personnel.

Which one of the following best identifies the relationship between role expectations and a behavioral model of the new helicopter squadron Commanding Officer?

a. The expectations of the men in his squadron establish the model for the pattern of the new Commanding Officer's behavior.

b. The new Commanding Officer perceives his model to be a combination of what the Air Group Commander and the men in his squadron expect of him.

c. The Air Group Commander is the helicopter squadron Commanding Officer's immediate superior, and his expectations determine the model.

2. Referring again to the helicopter squadron, which one of the following identifies the result that fulfilling role expectations has on the Commanding Officer's relationship with others?

a. The fulfillment of role expectations will let the new Commanding Officer command in a more authoritarian manner in future situations.

b. The fulfillment of role expectations will permit other squadron personnel to anticipate the leader's behavior in certain situations, enabling himself and others to function as an integrated unit.

c. The fulfillment of role expectations is nothing supernatural. But it will help the new Commanding Officer to maintain his lofty and necessarily aloof position.

d. The fulfillment of role expectations will help the new Commanding Officer assume the father image for his subordinates.

---

3. Which one of the following best identifies the relationship between role expectations and the various status positions which the leader fills?

a. The leader's behavior will not likely change as he moves from one status position to another because his personality will remain the same.

b. A given status position is matched with role expectations for that position. Role expectations never change.

c. The leader occupies several status positions, but his behavior is dominated by one position at a time and the role expectations attached to it.

d. The leader can only fill one status position at a time, and his behavior is cued to that position.

4. What will be the most probable consequence if the squadron Commanding Officer does not fulfill the role expectations of the squadron members?

a. The new Commanding Officer will try to change the role expectations of his squadron so that he can do what he wants.

b. Role strain will occur and the Commanding Officer will face a human relations problem with his subordinates.

c. In role strain situations, the Commanding Officer will leave and the squadron Executive Officer will take over the squadron.

d. The new Commanding Officer will be called in by the Air Group Commander for this shortcoming in human relations.

---

5. A group of officers from a CVA discuss the role expectations that they have of a carrier Commanding Officer.

Which one of the following statements best characterizes such role expectations?

a. A carrier Captain is an excellent pilot and a competent shiphandler.

b. A carrier Captain has a good service reputation as a person, a leader, and a naval officer.

c. A carrier Captain is knowledgeable of all phases of naval operations.

d. All of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 2

1. b
2. b
3. c
4. b
5. d

---

This is the end of Part Seven, Segment I.

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SEVEN

## LEADERSHIP BEHAVIOR AND STYLE

### Segment I

### Leadership Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## LEADERSHIP BEHAVIOR

### PROGRESS CHECK

Question 1.

Select the combination which properly matches the three types of roles listed with the characteristics which pertain to each.

| | |
|---|---|
| 1) Organizational role | a. Being influenced by superiors |
| 2) Institutional role | b. Professional adherence to ideals and goals |
| 3) Follower role | c. Adopting manners, dress, and customs of a group |
| | d. Accepting conflicting responsibilities |
| | e. Developing personality traits similar to those of a group |
| | f. Service to one's nation |
| | g. Adopting role expected by superiors |
| | h. Personal differences submerged |

a. 1-c,e 2-b,d,f 3-a,g,h

b. 1-b,h 2-a,c,h 3-d,e,g

c. 1-b,c,g 2-d,e,g 3-a,d

d. 1-e,f 2-a,b,g 3-c,d,h

Question 2.

Select the statement which correctly describes the concept of leadership behavior.

a. The actions of a leader while issuing orders to subordinates

b. The specific acts in which a leader engages while directing or coordinating the work of his group

c. The behavior of a leader while planning the work he intends to assign his subordinates

d. The acts of a leader while checking the extent to which a subordinate has carried out the orders he was given

---

Question 3.

Select the correct definition of the term "role."

a. Behavior that others expect of a particular person endowed with a specific status

b. Behavior that has not been predicted by other members of the group

c. Behavior which follows a specific pattern, but which is unrelated to any specific status position

d. Behavior which is unique to the individual, and which makes a pattern only in terms of that individual's personality

Question 4.

Select the description of behavior which represents follower role behavior.

a. ENS Probert's first assignment following graduation was as assistant to the Radar Officer of an aircraft carrier. Anxious to demonstrate his interest and capability, he undertook an in-depth study and analysis of the radar maintenance schedule recently worked out in detail by the Radar Officer. Although he had not been ordered to make such an analysis, he submitted his lengthy written critique of the maintenance schedule to the Radar Officer.

b. Upon learning that his assignment was to be under CDR Brilliot, who had achieved considerable recognition for his articles on the history of mine warfare in the Naval Institute Proceedings, ENS McCullough proceeded to read those articles, plus several other references on the subject, as a means of getting acquainted with the point of view and interests of his new superior.

c. Both of the above

d. None of the above

Question 5.

Identify the statement which correctly characterizes role expectations.

a. Role expectations are derived from the general character and personality of an individual, as perceived by those persons sharing in the interaction.

b. The role expectations which are attached to a certain position, such as that of Captain of a ship, are usually developed independently of the status related to that position.

c. Role expectations attach to a position and are largely a result of the status of that position.

d. Role expectations are usually generated by all who share an interaction, after which they never change.

Question 6.

ENS Hall took command of a small group of seamen who were undergoing special training at a small college, prior to shipping out. After training they would continue under his leadership. For six weeks, ENS Hall and his crew lived together in a dormitory and attended classes together, studying the operation of a secret special-mission electronic device. To avoid attracting too much attention to their mission, they all dressed and acted as much as they could like other students. They ate together and shared recreational activities such as ball games and checker sessions. The crew took a very relaxed attitude toward the ensign, stopped saluting, and discontinued calling him "Sir." However, the ensign was pleased to note that the moment they all returned to shipboard life, his crew immediately reverted to full military courtesy and stopped inviting him to share their recreation.

Which of the following principles does the above incident illustrate?

a. Role behavior usually sets the pattern which establishes expectations.

b. Once the members of a group acquire a certain set of expectations regarding the role that a person occupying a certain position should play, they're not apt to change their minds at all.

c. The interactions between a leader and a group don't have much to do with any changes in the group's role expectations for his position.

d. Role expectations by others, when they are known, define appropriate and inappropriate behavior.

Question 7.

MIDN 4/c Vought got off to a bad start with his squad leader, MIDN 1/c Simpson, by requesting his first conference with Simpson on a day when Simpson was nearly overloaded with the tasks of completing a term paper and reviewing for a mathematics exam, all in one day. When Vought took an unnecessarily long time getting around to asking guidance that is very clearly spelled out in the Academy regulations, Simpson told him to get out and think for himself and stop bothering superiors unnecessarily.

A few weeks later, Vought became innocently embroiled with a local merchant, who tried to cover up an attempt to cheat Vought by falsely accusing Vought of trying to steal. Due to the merchant's hysterical protests to the Navy, plus threats to take the matter to the newspaper, the whole incident soon became very unsavory. When the Annapolis police contacted the Academy officials, the Academy was totally unprepared to respond because they had no knowledge of the affair. Vought had not reported the matter to his squad leader because he felt he had no one to turn to for help.

Which of the following principles does this incident illustrate?

a. An expectation, once established on the basis of mutual interaction, establishes a pattern for subsequent interactions; but once established, the expectation remains the same.

b. The expectations of a subordinate must necessarily be phrased in terms of prevailing regulations governing the leader and subordinate involved.

c. Guidance and counseling behavior should be considered apart from leadership situations since they don't involve issuing orders.

d. None of the above

Question 8.

Select the correct statement concerning the effects of role expectations.

a. A leader's behavior is never influenced by the expectations of others.

b. A leader learns to adjust his behavior to the needs of his group through a series of dynamic role strain situations.

c. Role expectations establish a model for the leader, providing him with a pattern to which he may adjust his own behavior.

d. Leader role expectation is a pattern of behavior which matches the expectations of the group being led.

---

Question 9.

Select the statement which correctly identifies the effect which fulfilling role expectations has on a leader's relationship with others.

a. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a dynamic, unpredictable element of the group, and hence someone to respect.

b. By fulfilling the role expectations held by his subordinates, a leader enhances his organizational role since his knowledge of their expectations cues him as to which behavior is most appropriate at a given moment.

c. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a predictable element and a popular favorite, able to influence his subordinates to more effective performance.

d. Both b and c above

Question 10.

Select the statement which correctly identifies the relationship between role expectations and status positions.

a. The expectations of others will normally have no effect on the manner in which a leader adapts to any particular status position.

b. At any given moment, one particular status position usually dominates a leader's behaviorial decisions; however, making such decisions in terms of the role expectations of others is not apt to bolster his status.

c. The dynamics of role expectations are the force behind the changes in a leader's status position from time to time.

d. Of the many status positions he can hold, one usually dominates a leader's activities at any one time, and he can use the role expectations of other persons as a guide in forming the behavior most appropriate for the specific status position he holds.

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## PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT I

REMEDIATION TEXT Syndactic Text - Vol VII-B

| ITEM | ANSWER | REMEDIATION REFERENCE |
|---|---|---|
| 1 | a | Summary 1, Pages 1-4 |
| 2 | b | Summary 1, Page 1 |
| 3 | a | Summary 1, Pages 1-2 |
| 4 | b | Summary 1, Page 4 |
| 5 | c | Summary 2, Page 35 |
| 6 | d | Summary 2, Pages 37-38 |
| 7 | d | Summary 2, Page 35 |
| 8 | c | Summary 2, Page 37 |
| 9 | b | Summary 2, Pages 37-38 |
| 10 | d | Summary 2, Page 37 |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SEVEN

## LEADERSHIP BEHAVIOR AND STYLE

### Segment II

### Leadership Style

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## FOREWORD

*"A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops."*

*John J. Pershing*

Different leaders having essentially identical roles attack their problems differently. Especially noticeable is the variation of style--the leader's relationship to his subordinates as he carries out his leader tasks. The approaches used by various leaders, or by the same leader in different situations, are sometimes shown graphically as a continuum: such presentations are illustrated and discussed in this segment. Styles of leadership, particularly military leadership, and their effect on subordinates' motivation and performance, are examined and compared.

## LEADERSHIP STYLE

### Summary 1

### Leadership Style

Leadership behavior concerns what a leader does, while his style is more related to the way he does it. Leadership style reflects the underlying needs of the leader which motivate his behavior in various leadership situations. Leadership style also reflects the consistency of goals or needs in various situations. Of course a leader will act differently as the situation changes. However, the need-structure of the leader which motivates this changing behavior may be seen as constant. According to Fiedler there are two basic styles of leadership: relationship-oriented and task-oriented.

This relationship-oriented leader gets major satisfaction from establishing close personal relationships with his group. He may be seen as:

- Democratic
- Equalitarian
- Permissive
- Considerate
- Group-oriented

The task-oriented leader gets major satisfaction from successfully completing the task, even at the risk of poor interpersonal relations with his group. He may be seen as:

- Autocratic
- Task-oriented
- Initiating

The question of which style of leadership is more effective is highly controversial. Proponents of the orthodox view (task-oriented) believe that a leader must be decisive and that the responsibility for managing the group's actions is his alone, and cannot be shifted or shared. Conversely, followers of the human-relations viewpoint (relationship-oriented) claim that a leader will be most effective if he takes advantage of the creativity and willing cooperation of his men. This approach requires that subordinates participate in the decision making process.

Task-oriented styles of leadership and relationship-oriented styles are not mutually exclusive. The belief that these styles are incompatible is a common misconception. Task-oriented styles are sometimes wrongly equated with "getting the job done" regardless of cost in terms of human effort and dignity. Relationship-oriented styles are often improperly associated with "being nice to people" whether or not the job gets done. Neither of these interpretations is accurate. In a shipboard situation, a combination of these two styles generally provides the best approach.

---

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Leadership Style

Answer the following questions as indicated in your Student Guide.

---

1. Which refers to the way in which a leader goes about fulfilling his responsibilities?

   a. Leadership style

   b. Leader's need-structure

   c. Leadership behavior

   d. None of the above

---

2. Which one of the following statements correctly describes the relationship of the need-structure of the leader to his leadership style?

   a. As his leadership style changes, his need-structure changes.

   b. As the leadership situation changes, his need-structure changes, but his leadership style remains constant.

   c. His leadership style changes according to the situation, but his need-structure remains constant.

   d. As conditions change, his need-structure and leadership style remain constant.

3. Which one of the following statements best exemplifies the task-oriented leader?

a. The leader shows consideration for subordinates.

b. The leader views institutional goals as being very important.

c. The leader shares decisionmaking with his men.

d. The leader enjoys interpersonal relationships.

---

4. Which one of the following statements best exemplifies a relationship-oriented leader?

a. The leader initiates the structure.

b. The leader strongly supports institutional goals.

c. The leader shows consideration for his subordinates.

d. The leader thinks mostly of mission accomplishment.

---

Now, check your answers on page 6.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. a
2. c
3. b
4. c

---

If all your answers are correct, go to Summary 2 on page 19.
If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence I

Leadership Style

OVERVIEW: In the previous segment we discussed the concept of leadership behavior, defining it as the specific acts in which a leader engages while directing or coordinating the work of his group. We learned that leadership behavior is influenced by role expectations, that is, what others expect the leader to do in his position. We also discussed various characteristics of role expectations, and concluded with a brief look at the problem created when a leader fails to perceive the expectations of others and his behavior becomes inappropriate. In this programed sequence we shall be concerned with leadership style. Two types of styles will be discussed: task-oriented and relationship-oriented. We will distinguish between leadership style and discuss their relationship to each other.

1 It is important to distinguish between leadership behavior and leadership style and to understand the way in which they interact. What the Captain does to accomplish his mission relates to his leadership behavior. The way he does it--how--relates to his leadership style.

LT Musgrove directed his subordinates to prepare for a below-decks inspection. During the inspection he was particularly careful about allowing each man a chance to present his space and to explain any of the known deficiencies of that space.

Match the terms following the numbers 1 and 2, with the activities following the letters a and b.

| | |
|---|---|
| a. The actions he took in conducting the inspection (how he did it) | 1) Represents LT Musgrove's leadership behavior |
| b. The actual inspection (what he did) | 2) Represents LT Musgrove's leadership style |

2 Leadership style refers to the underlying needs of the leader which motivate his behavior in various leadership situations. Leadership style also reflects the consistency of goals or needs in various situations. Depending upon the situation, leadership behavior of an individual will differ. A leader will act differently as the situation changes. On the other hand, the need-structure of the leader which motivates this changing behavior may be seen as constant.

Select the statement which describes the relationship between leadership behavior and style and need-structure.

a. Leadership behavior and leadership style will change as the situation changes. The need-structure which motivates the changes is constant.

b. Leadership behavior and the need-structure which motivates it will change as the situation changes. Leadership style is constant.

c. Leadership behavior changes as the situation changes. The way in which leadership behavior is carried out (style) and the need-structure which motivates it, are constant.

3 According to Fiedler there are essentially two basic styles by which leaders attempt to exert influence and control. The leader may be relationship-oriented; that is, he shares decisionmaking and leadership with his group. Or he may be task-oriented; that is, he gets major satisfaction from successfully completing the task, even at the risk of poor interpersonal relations with his group.

Select the leadership style which can most properly be described as a democratic style.

a. Task-oriented

b. Relationship-oriented

c. Combination of task and relationship-oriented styles

---

4 The relationship-oriented leader gets major satisfaction from establishing close personal relationships from his group. In this style the leader's acts are generally seen as:

- Democratic
- Equalitarian
- Permissive
- Considerate
- Group-oriented

From the following choices select the description which should not be properly classified as relationship-oriented.

a. A leader who puts all issues which materially affect the welfare of the entire group to a vote

b. A leader who prefers to be addressed on a first-name basis where the situation does not require formality

c. A leader who believes that efficient performance requires that duties be carried out "by the book"

5 The task-oriented leader gets major satisfaction from successfully completing the task, even at the risk of poor interpersonal relations with his group. He may be seen as:

- Autocratic
- Task-oriented
- Initiating

Select the description of a leader which best fits a task-oriented leader.

a. A leader who recognizes the importance of a human relations approach in dealing with his men

b A CPO with 18 years service who feels that his "time in" has earned him a rest so he lets his leading petty officer supervise his section

c. A midshipman company commander who is so intent on winning honors as the Color Company that he loses sight of the state of the morale of the underclassmen in his company, and despite all his efforts, his company just doesn't surge up to the top position.

6 The Electronics Materiel Officer on a cruiser heads a division composed of highly trained and experienced ET's. Realizing the intelligence of his men, the officer deals with them on a higher level than he would use in handling other subordinates. He readily accepts their suggestions and encourages their participation in the decision-making process.

Select the characteristic of relationship-oriented leadership style which is most appropriate to the example above.

a. Permissive
b. Group-oriented
c. Considerate
d. Equalitarian

---

7 A division officer directs his leading petty officers to perform a task and leaves the details of accomplishment to the petty officers. This same leader would probably allow his senior petty officers to accomplish routine tasks without interference.

Select the characteristic of relationship-oriented leadership style which is most appropriate to the example above.

a. Equalitarian
b. Permissive
c. Considerate
d. Group-oriented
e. Democratic

8 A midshipman company commander takes action to achieve better standing in the color competition. He balances athletic ability among the company teams and institutes early signal drills to locate in advance weak performers who will need extra help.

Select the characteristic of task-oriented leadership style which is most appropriate to the example above.

a. Task-oriented

b. Autocratic

c. Equalitarian

d. Permissive

e. Initiating

9 The question of which style of leadership is more effective is highly controversial. Proponents of the orthodox view (task-oriented) believe that a leader must be decisive and that the responsibility for managing the groups actions is his alone, and cannot be shifted. Conversely, followers of the human-relations viewpoint (relationship-oriented) claim that a leader will be most effective if he takes advantage of the creativity and willing cooperation of his men. This approach requires that subordinates participate in the decision-making process.

Select the statement which illustrates the human-relations viewpoint in leadership.

a. A leader will be most effective if he takes advantage of the creativity and willing cooperation of his men.

b. A leader must be decisive and accept responsibility but in certain situations the responsibility of managing a group's actions can be shifted to the group.

c. The responsibility for managing a group's actions is the leader's alone, and cannot be shifted.

10 Task-oriented styles of leadership and relationship-oriented styles are not mutually exclusive. The belief that these styles are incompatible is a common misconception. Task-oriented styles are sometimes wrongly equated with getting the job done regardless of cost in terms of human effort and dignity. Relationship-oriented styles are sometimes improperly associated with being nice to people whether or not the job gets done. Neither of these interpretations is accurate. In a shipboard situation, a combination of these two styles provides the best approach.

Which one of the following statements correctly compares task-oriented style and relationship-oriented style?

a. The two s yles are diametrically opposite and incompatible with each other.

b. According to research studies the relationship-oriented styles has proven better.

c. Greater emphasis is placed on people by the task-oriented style than by the relationship-oriented style.

d. The two styles are not incompatible and can complement one another through mutual reinforcement.

---

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz I

Leadership Style

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following statements best exemplifies the task-oriented leader?

   a. The leader enjoys interpersonal relationships.

   b. The leader shares decisionmaking with his men.

   c. The leader shows consideration for subordinates.

   d. The leader views institutional goals as being very important.

---

2. Which refers to the way in which a leader goes about fulfilling his responsibilities?

   a. Leadership behavior

   b. Leadership style

   c. Leader's need-structure

   d. None of the above

3. Which one of the following statements best exemplifies a relationship-oriented leader?

a. The leader strongly supports institutional goals.

b. The leader shows consideration for his subordinates.

c. The leader thinks mostly of mission accomplishment.

d. The leader initiates the structure.

---

4. Which one of the following statements correctly describes the relationship of the need-structure of the leader to his leadership style?

a. As the leadership situation changes, his need-structure changes, but his leadership style remains constant.

b. As conditions change, his need-structure and leadership style remain constant.

c. As his leadership style changes, his need-structure changes.

d. His leadership style changes according to the situation, but his need-structure remains constant.

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. d
2. b
3. b
4. d

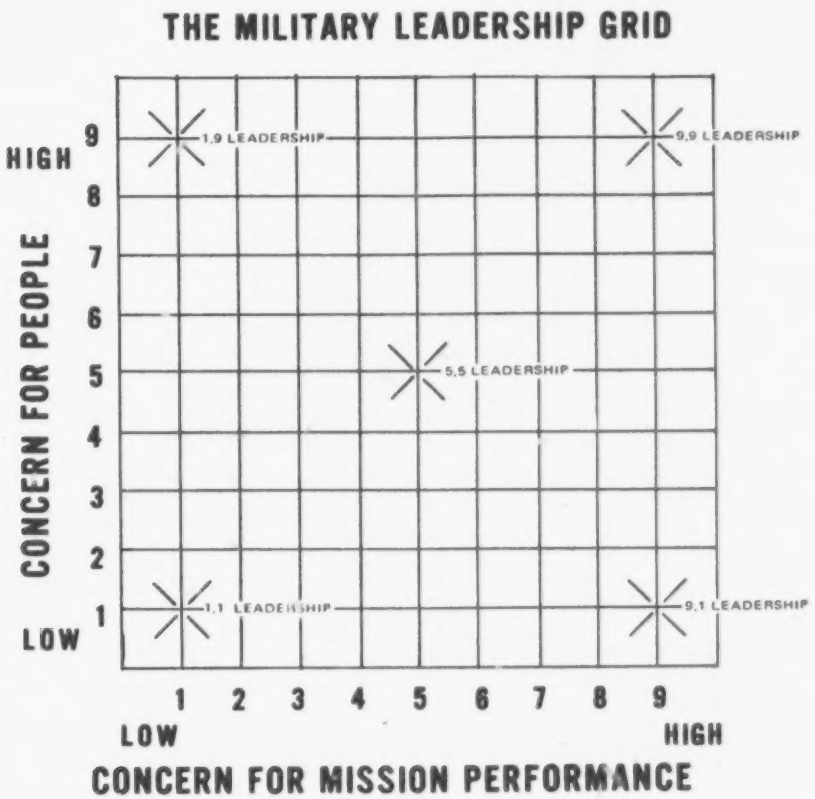
---

Now, go to Summary 2 on the next page.

Summary 2

The Military Leadership Grid

The subject of leadership style can also be viewed by using the Blake, Mouton and Bryson Leadership Grid.



The dimensions "concern for people" and "concern for mission performance" correspond to the relationship-oriented and task-oriented leadership styles. The grid coordinates read right and up. To illustrate, the coordinate 9,1 is located 9 units to the right and in the 1st (lowest) level on concern for people. The 9,1 is in the lower right-hand corner, and would rate high on concern for mission performance and low on concern for people. It is to be expected that a leader's effectiveness will vary as his style shifts along either dimension. The various combinations of styles which result are classified as: low-low, low-high, high-low, high-high, or neutral.

The grid provides a visual framework from which one may anticipate how matters such as conflict and creativity would be affected by a specific leadership style. For example, a 9,1 leader placing minimum importance on concern for people while placing maximum importance on the accomplishment of objectives can expect that the creative efforts of his subordinates would be channeled toward disruptive efforts.

The grid was developed in 1964 to classify managers on the basis of two variables (concern for people and concern for production). These variables are parallel to the military leader's concern for welfare and mission accomplishment. In the original design, managers were classified as follows: (1,1) Impoverished (exerting minimum effort) manager; (9,1) Task (authoritarian) manager; (1,9) Country club manager; (9,9) Team manager; (5,5) Middle-of-the-road manager.

There is some popular belief that military leaders are more dedicated to mission accomplishment than are their counterparts in industry. Evidence, however, as reported by Blake, Mouton, and Bryson, does not support this belief. Their results indicate that over three-fourths of the military leaders in the U.S. Armed Forces today operate under assumptions, beliefs, and convictions typical of the 5,5 (middle-of-the-road) style. Another way of saying this is that the majority of military leaders today seek a balance in the accomplishment of mission and maintenance of morale.

Recent trends toward attaining balance in leadership style warrant a closer look at the 5,5 leader. He is not an extremist. No naval officer can perform effectively with people if he is an extremist at either end of the mission-people grid. A 5,5 leader will direct activities enough to ensure adequate performance, but at the same time he will try to resolve people problems (dissatisfactions, etc.) and prevent low morale or hostility. Essentially, this is a restatement of the balance principle, and reinforces the point made earlier that the task-oriented and relationship-oriented styles are not exclusive, but mutually reinforcing. The 5,5 leader does not command in the sense that he forces action; he commands instead through attempts to communicate and motivate to get the mission accomplished.

A 5,5 leader uses his formal power circumspectly and not in a strict authority-obedience manner. He projects his power through attempts to persuade, request, and sell. Similarly, he avoids the kind of conflict which is produced by direct criticism and tries instead to get his point across by questions. Whereas the extremist is sure to generate conflict either by being inconsiderate of the welfare of his men or by being unable to get things done, the 5,5 middle-of-the-road leader plans his activities to avoid conflict. There is a built-in momentum for continuing the 5,5 leadership style in the military. A tempered judgment (a balanced position rather than an extremist position), is considered most appropriate. Evidence from Blake, Mouton, and Bryson indicates that leadership training at the various leadership schools, and by the Bureau of Naval Personnel Field Leadership teams, attempts to develop this "balanced thinking." Furthermore, it is human nature to foster one's own image. Middle-of-the-road (5,5) leaders are most often going to select 5,5 juniors in the competition for promotion. Thus, the system tends to sustain itself.

---

This is the end of Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

The Military Leadership Grid

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best typifies the purpose of the military leadership grid?

   a. The grid is designed to improve leadership.

   b. The grid is intended to eliminate poor, ineffective leaders.

   c. The grid brings into focus two dimensions (nature of the task and nature of the situation).

   d. The grid is a tool for classifying leaders.

---

2. From the following grid coordinates, select the one which is most appropriate in describing a leader who is low in concern for mission performance and high in concern for people

   a. 9,1

   b. 1,1

   c. 1,9

   d. 5,5

3. Select the statement which best describes the probable effect a 9,1 leader might have on the performance of a group of research scientists.

a. Through his directive efforts, he would stifle the initiative and creative abilities of the research scientists.

b. His high rating in the area of concern for people would stimulate individual creativity.

c. His high rating in the area of concern for people would stimulate productivity.

d. A 9,1 leadership style would have little or no effect on a group of research scientists.

---

4. How should the military leadership grid classify the most commonly found type of military leader in the U.S. Armed Forces?

a. Mission-oriented

b. Balanced leaders concerned with both mission and people

c. People-oriented

d. None of the above

5. Which one of the following statements describes the 5,5 military leader?

a. He strives for a balance between needs of people and needs for mission accomplishment.

b. He does not exert formal power in a strict authority-obedience manner.

c. Both of the above

d. None of the above

---

6. Which one of the following correctly summarizes the causes of continued 5,5 military leadership?

a. Military leaders who are 5,5 oriented pick 5,5 subordinates for promotion.

b. Leadership training at the various leadership schools attempts to develop the "balanced thinking" typical of a 5,5 leader.

c. Both of the above

d. None of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. d
2. c
3. a
4. b
5. c
6. c

---

If all your answers are correct, go to Summary 3 on page 39. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

The Military Leadership Grid

OVERVIEW: In this programed sequence we will discuss the purpose and uses of the Military Leadership Grid. We will investigate the manner in which the grid relates to the concept of leadership style and identify characteristics particular to the 5,5 leader as defined by the grid.

---

1 Leadership Style can be considered according to the structured parameters of a grid. The Leadership Grid was developed in 1964 by Blake, Mouton, and Bryson in order to classify managers on the basis of two variables: concern for people and concern for production.

Select the statement which indicates the basis upon which the grid classifies managers.

a. Concern for people and concern for production

b. Production levels

c. Mission accomplishment

d. Concern for welfare

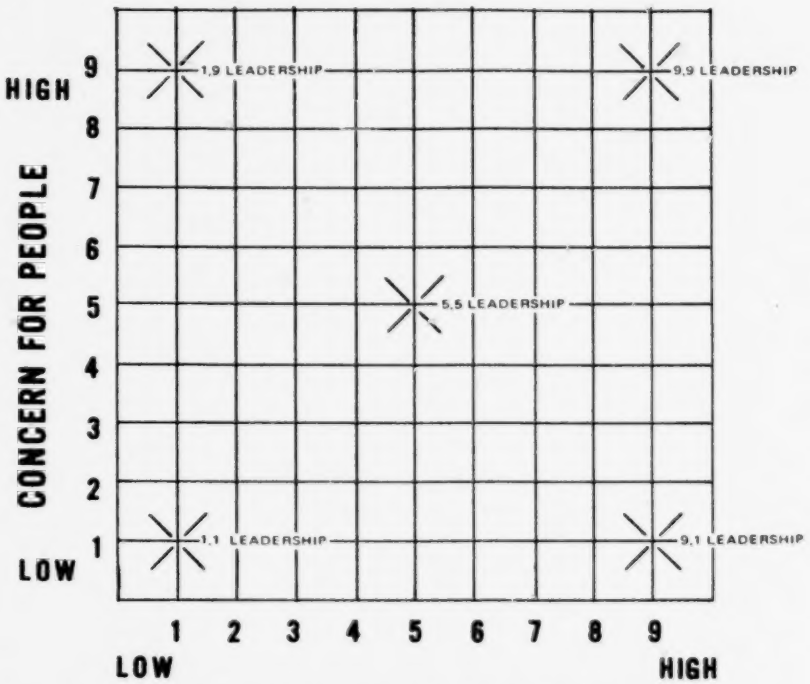
2 The dimensions "concern for people" and "concern for production" correspond to the relationship-oriented and task-oriented leadership styles respectively. These variables are parallel to the military leader's concern for welfare and mission accomplishment.

Match each grid dimension in the left hand column with the appropriate leadership style on the right

| | |
|---|---|
| a. Task-oriented | 1) Concern for people |
| b. Relationship-oriented | 2) Concern for production |
| | 3) Mission accomplishment |
| | 4) Concern for welfare |

3

## THE MILITARY LEADERSHIP GRID




The grid coordinates read right and up. To illustrate, the coordinate 9,1 is located 9 units to the right and in the 1st (lowest) level on concern for people. The 9,1 is in the lower right-hand corner, and would rate high on concern for mission performance and low on concern for people. It is to be expected that a leader's effectiveness will vary as his style shifts along either dimension.

Select the grid coordinates most appropriate to a leader with average concern for mission performance and low concern for people.

a. 5,9

b. 1,5

c. 5,1

d. 9,5

4 The grid is useful in providing a visual framework from which predictions can be made. For example, assume that a 9,1 leader is placed in charge of a group of research scientists. It is not difficult to anticipate that this leader (who places minimum importance on concern for people while placing maximum importance on the accomplishment of objectives) would, through his directive efforts, stifle the initiative and creative abilities of the research scientists.

From the following list select the grid coordinates which would produce the most desirable results in the situation above.

a. 1,9

b. 5,5

c. 1,1

d. 9,9

5 Evidence reported by Blake, Mouton, and Bryson indicates that over three-fourths of the military leaders in the U.S. Armed Forces today operate under assumptions, beliefs, and convictions typical of the 5,5 (middle-of-the-road) style. Another way of saying this is that the majority of military leaders today seek a balance in the accomplishment of mission and maintenance of morale.

Select the statement which appears to be true in relation to the above.

a. Military leaders are more dedicated to mission accomplishment than their counterparts in industry.

b. Military leaders seek to direct activities such that a balance between concern for people and concern for the mission is achieved.

c. Military leaders fall most often into the task-oriented classification due to the special nature of their responsibilities.

6 No naval officer can perform effectively with people if he is an extremist at either end of the mission-people grid. A 5,5 leader will direct activities enough to ensure adequate performance, but at the same time he will try to resolve people problems (dissatisfactions, etc.) and prevent low morale or hostility. Essentially, this is a restatement of the balance principle, and reinforces the point made earlier that the Fiedler task-oriented and relationship-oriented styles are not exclusive, but mutually reinforcing.

Select the statement which best describes the balance principle in terms of task-oriented and leadership-oriented styles.

a. Leaders who ascribe to the balance principle direct their efforts toward avoiding low morale and hostility.

b. The balance principle calls for the elimination of extremism in style at either end of the grid

c. Leaders who ascribe to the balance principle direct their efforts at preventing conflict

d. The balance principle reinforces the point that task-oriented and relationship-oriented styles are not exclusive, but mutually reinforcing.

7 The 5,5 leader does not command in the sense that he forces action; he commands instead through attempts to communicate and motivate to get the mission accomplished. A 5,5 leader uses his formal power circumspectly and not in a strict authority-obedience manner. He projects his power through attempts to persuade, request, and sell. Similarly, he avoids the kind of conflict which is produced by direct criticism and tries instead to get his point across by questions. Whereas the extremist is sure to generate conflict either by being inconsiderate of the welfare of his men or by being unable to get things done, the 5,5 middle-of-the-road leader plans his activities to avoid conflict.

Select the statement which best describes the manner in which a 5,5 leader uses his formal power.

a. A 5,5 leader uses his formal power circumspectly and not in a strict authority-obedience manner (i.e., through attempts to persuade, request and sell).

b. A 5,5 leader uses his formal power in a manner designed to identify the possibilities that conflict will interfere with the harmony and productivity of his group.

c. The 5,5 leader plans his activities to avoid conflict.

d. The 5,5 leader uses his formal power in a manner designed to foster similar leadership styles among his subordinates.

8 There is a built-in momentum for continuing the 5,5 leadership style in the military. A tempered judgment (a balanced position rather than an extremist position), is considered most appropriate. Evidence from Blake, Mouton, and Bryson indicates that leadership training at the various leadership schools, and by the Bureau of Naval Personnel Field Leadership teams, attempts to develop this "balanced thinking." Furthermore, it is human nature to foster one's own image. Middle-of-the-road (5,5) leaders are most often going to select 5,5 juniors in the competition for promotion. Thus, the system tends to sustain itself.

Select the statement which describes the manner in which 5,5 leadership is maintained in the military.

a. Leadership training at various leadership schools attempts to develop a balanced approach typical of 5,5 leadership.

b. Leaders who do not ascribe to the 5,5 leadership style generally don't make the grade.

c. The duties and responsibilities of a military leader are not appropriate to other styles of leadership.

---

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

The Military Leadership Grid

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes the probable effect a 9,1 leader might have on the performance of a group of research scientists.

   a. His high rating in the area of concern for people would stimulate individual creativity

   b. A 9,1 leadership style would have little or no effect on a group of research scientists.

   c. Through his directive efforts, he would stifle the initiative and creative abilities of the research scientists.

   d. His high rating in the area of concern for people would stimulate productivity.

---

2. How should the military leadership grid classify the most commonly found type of military leader in the U.S. Armed Forces?

   a. Balanced leaders concerned with both mission and people

   b. People-oriented

   c. Mission-oriented

   d. None of the above

3. Which one of the following best typifies the purpose of the military leadership grid?

a. The grid is a tool for classifying leaders.

b. The grid brings into focus two dimensions (nature of the task and nature of the situation).

c. The grid is designed to improve leadership.

d. The grid is intended to eliminate poor, ineffective leaders.

---

4. From the following grid coordinates, select the one which is most appropriate in describing a leader who is low in concern for mission performance and high in concern for people.

a. 1,1

b. 9,1

c. 5,5

d. 1,9

5. Which one of the following correctly summarizes the causes of continued 5,5 military leadership?

a. Leadership training at the various leadership schools attempts to develop the "balanced thinking" typical of a 5,5 leader.

b. Military leaders who are 5,5 oriented pick 5,5 subordinates for promotion.

c. Both of the above

d. None of the above

---

6. Which one of the following statements describes the 5,5 military leader?

a. He does not exert formal power in a strict authority-obedience manner.

b. He strives for a balance between needs of people and needs for mission accomplishment.

c. Both of the above

d. None of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. a
3. a
4. d
5. c
6. c

---

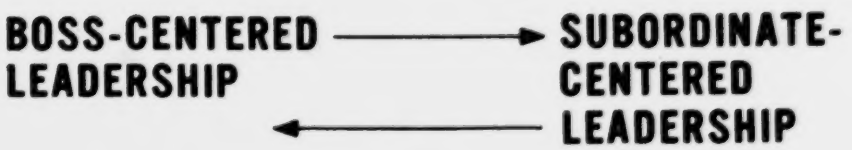
Now, go to Summary 3 on the next page.

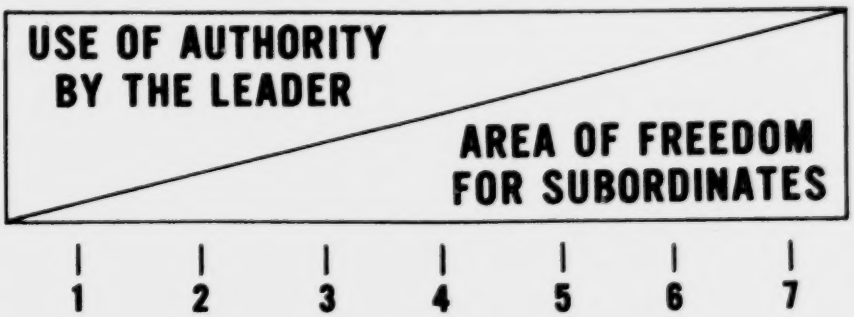
Summary 3

The Leadership Style Continuum

Another way to illustrate the contrasting styles would be to place the autocratic dimensions on a continuum.

## LEADERSHIP STYLE CONTINUUM




One extreme on the continuum is boss-centered, the other is subordinate-centered. Note that even at the extremes, there is still some room for the other style to operate. At the boss-centered end there remains an area, however small, for freedom on the part of subordinates. Conversely, at the subordinate-centered end, there exists an opportunity for the leader to use authority.

A scale of seven values is assigned to the continuum. Of these seven styles, three are more directive than our 5,5, middle-of-the-road type covered earlier in this lesson, and three are less directive. The continuum allows quite a bit of precision in describing the exact relationship between a leader and a subordinate.

The leadership characteristics associated with each of the seven positions on the continuum when read from left to right are as follows:

Position #1--The leader is authoritarian. The leader makes the decision independently and informs subordinates as to what they will do. There is no opportunity for the subordinate to enter into the decision-making process.

Position #2--The leader makes the decision independently but "persuades" his subordinates to accept and execute his decision. He does not force the decision on them, but rather "sells" his decision.

Position #3--The leader presents a tentative decision, which he has reached independently. He allows for discussion with subordinates, and will modify the decision if this action is indicated. The leader's mind in not "locked in concrete."

Position #4--The 5,5 middle-of-the-road type leader makes a tentative decision which is flexible to change. The subordinates know that the decision can be changed, based upon their needs and demands.

Position #5--The leader does not make a decision without prior consultation with the subordinates in an effort to get their suggestions, feelings, etc., about a problem situation. After this preliminary interaction, the leader attempts to construct a decision which will satisfy all subordinates. This is semiparticipatory leadership.

Position #6--The leader presents a problem to the subordinates and allows them to make a decision. This is participatory leadership.

Position #7--The leader creates a laissez-faire attitude by allowing subordinates to define their own problems and to develop their own decisions within broad limits as defined by the leader. The leader is required to support all actions of subordinates which fall within the limits he has set.

The continuum suggests a broad range of possible leadership styles which should be suited to the situation. Sometimes the leader has the time and the problem is of such a nature that the leader will try to "sell" his men on his decision. But when time is of the essence and the subordinates may disagree with a decision, the leader should take advantage of a more authoritarian style. The continuum indicates also that actual behavior may involve various combinations of authority of the leader and freedom for the subordinates. As pointed out earlier, the continuum demonstrates that neither extreme constitutes an absolute. A leader always has a minimum of authority and subordinates never surrender all of their freedom.

The leader's style, which will vary across the two-dimensional continuum, depends upon three basic factors: (1) The leader; (2) The situation; (3) The follower (group). It is the interaction of these three factors which determines what leadership style will be used. A change in any one of the three factors, or simultaneous changes in these factors, will cause a shift in the leadership style to the left or to the right in the continuum model. You may find it is better to change the situation to fit a natural leadership style than to attempt to change a leadership style to suit the situation. This is an idealistic solution and often may not be feasible for a military leadership situation.

---

This is the end of Summary 3. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

The Leadership Style Continuum

Answer the following questions as indicated in your Student Guide.

---

1. From the following choices select the item which identifies the position on the leadership style continuum which compares to a 5,5 leader on the military leadership grid.

   a. Position #1

   b. Position #4

   c. Position #7

   d. None of the above

---

2. An air group commander demands that his pilots develop professional skills and maintain flight proficiency, but keeps an open mind to suggestions for improving delivery techniques and other combat tactics.

   Which one of the following positions along the leadership style continuum does this leader portray?

   a. To the extreme left, the authority position

   b. In the center, the middle-of-the-road position

   c. Far to the right of center--considerable freedom for subordinate

   d. From the above situation, it is not possible to assign the commander a position on the continuum.

3. Which one of the following statements correctly describes the value of the leadership style continuum?

a. It helps improve qualities of leadership.

b. It is a training device.

c. It serves to force leadership behavior into sharply defined categories.

d. It suggests a broad range of leadership behavior.

---

4. On a destroyer, the CIC team is trained primarily to perform technical jobs. The OI Division is also responsible for the cleanliness and preservation of certain portions of the weather decks.

Why should the OI Division Officer in this situation "sell" his men on his announcement that the weather decks had to be cleaned?

a. The men may absolutely refuse to perform such lowly work.

b. The men will work better and more willingly if they feel that the condition of the weather decks is important.

c. It makes no sense to persuade the men: time would be saved if the order to clean the weather decks were simply issued.

5. A submarine CO acts authoritatively to restore all casualties sustained when his submarine hits a submerged mine. He does not hold any discussions as to what should be done, but directs repair activity forcefully, thus saving the ship. However, in handling other matters at a later date, he is very considerate of his shipmates and solicits their suggestions. Clearly the style of leadership in each of these cases is influenced by the context in which the leadership behavior occurs.

Which one of the following correctly describes the three basic factors which determine leadership style?

a. The situation, the leader, and the leader's superior

b. The situation, the follower group, the leader's superiors

c. The situation, the leader, and the follower group

d. The leader, the follower group, and the leader's superiors

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. b
2. b
3. d
4. b
5. c

---

If all of your answers are correct, go to Summary 4 on page 61.
If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

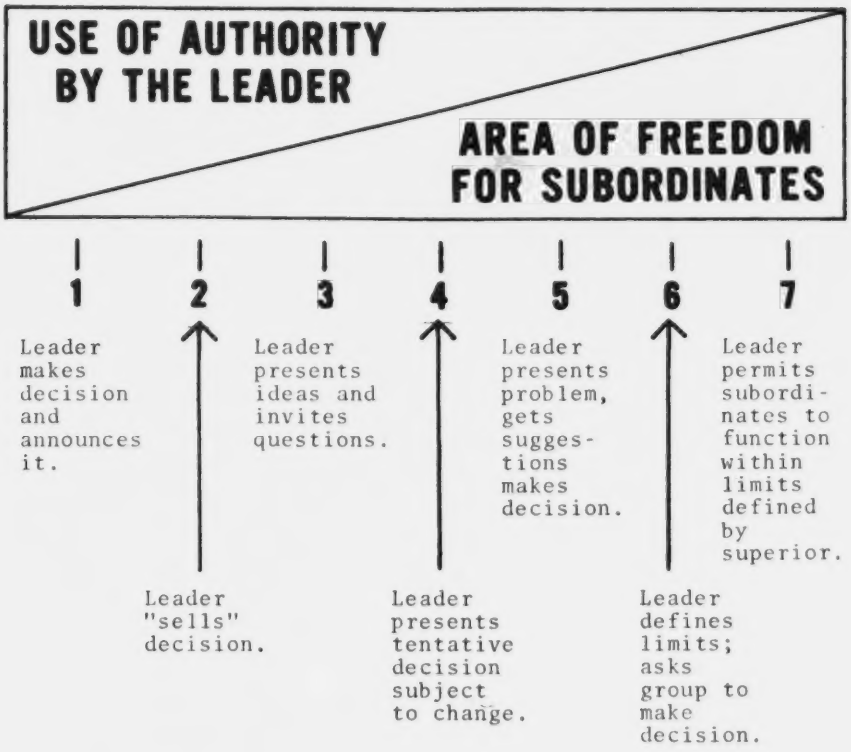
The Leadership Style Continuum

OVERVIEW: In this programed sequence we will discuss the purpose and uses of the Leadership Style Continuum. We will investigate the manner in which the continuum relates to the concept of leadership style and identify characteristics particular to the various positions on the continuum. Additionally, we will investigate the manner in which a change in three basic factors: the leader, the situation, and the follower group or the interaction of these factors can cause a shift in leadership style to the left or right in the continuum model.

1 The concept of leadership style can be depicted in terms of a continuum placing variations in style along dimensions ranging from autocratic to democratic styles.

## LEADERSHIP STYLE CONTINUUM

**BOSS-CENTERED LEADERSHIP** ⟷ **SUBORDINATE-CENTERED LEADERSHIP**


USE OF AUTHORITY BY THE LEADER
AREA OF FREEDOM FOR SUBORDINATES
1
2
3
4
5
6
7
Leader makes decision and announces it.
Leader "sells" decision.
Leader presents ideas and invites questions.
Leader presents tentative decision subject to change.
Leader presents problem, gets suggestions makes decision.
Leader defines limits; asks group to make decision.
Leader permits subordinates to function within limits defined by superior.

Match each term in the left hand column with the descriptions of leadership style listed on the right.

| | |
|---|---|
| a. Boss-centered leadership | 1) Area of freedom for subordinates |
| b. Subordinate-centered leadership | 2) Autocratic |
| | 3) Democratic |
| | 4) Use of authority by the leader |

---

2 One extreme on the continuum is boss-centered, the other is subordinate-centered. Note that even at the extremes, there is still some room for the other style to operate. At the boss-centered end there remains an area, however small, for freedom on the part of subordinates. Conversely, at the subordinate-centered end, there exists an opportunity for the leader to use authority.

Select the statement which describes the characteristic of the continuum which allows for overlap of leadership style.

a. The dimensions, boss-centered and subordinate-centered, allow for broad application across varying management situations.

b. The lay-out of the continuum is such that even at the extremes, there is still some room for other styles to operate.

c. The continuum is a graphic representation of middle-of-the-road leadership throughout.

3 A scale of seven values is assigned to the continuum. Of these seven styles, three are more directive than our 5,5, middle-of-the-road type covered earlier in this lesson, and three are less directive. The continuum provides quite a bit of precision in describing the exact relationship between a leader and a subordinate.

Select the statement which describes a main advantage of the Leadership Continuum in classifying leadership styles.

a. The continuum provides a basis upon which a leader's effectiveness can be measured.

b. The continuum provides for continuous exchange of information between leader and subordinate.

c. The continuum provides for a greater amount of precision in describing the exact relationship between the leader and a subordinate.

---

4 In position #1, the leader is authoritarian. He makes decision independently and informs subordinates as to what they will do. There is no opportunity for the subordinate to enter into the decision-making process.

Select the description of leadership style which is most comparable to position #1 on the continuum.

a. Democratic

b. Relationship-oriented

c. Middle-of-the-road

d. 9,1 on the grid

5 In position #2, the leader makes the decision independently but "persuades" his subordinates to accept and execute his decision. He does not force the decision on them, but rather "sells" his decision.

Select the description of leadership style which is most comparable to position #2 on the continuum.

a. Boss-centered

b. 8,3

c. Task-oriented

d. All of the above

---

6 In position #3, the leader presents a tentative decision, which he has reached independently. He allows for discussion with subordinates, and will modify the decision if this action is indicated. The leader's mind in not "locked in concrete."

Select the grid position which is most comparable to position #3 on the continuum.

a. 6,4

b. 4,6

c. 7,8

d. 6,6

7 In position #4, the leader makes a tentative decision which is flexible to change. The style is most commonly found in a middle-of-the-road leader. Under this type of situation, subordinates know that a decision can be changed based upon their needs and demands.

Select the statement which is most descriptive of this position on the continuum.

a. Position #4, represents a balance in style between concern for the mission and concern for people.

b. Position #4 on the continuum is most comparable to the 5,5 position on the grid.

c. Position #4, represents a good mix of task and relationship-oriented styles.

d. All of the above

---

8 In position #5, the leader does not make a decision without prior consultation with the subordinates in an effort to get their suggestions, feelings, etc., about a problem situation. After this preliminary interaction, the leader attempts to construct a decision which will satisfy all subordinates. This is semiparticipatory leadership.

Select the grid position which is most comparable to position #5 on the continuum.

a. 7,4

b. 4,7

c. 5,5

d. 4,4

1

9 In position #6, the leader presents a problem to the subordinates and allows them to make a decision. This is participatory leadership.

This position on the continuum can be best compared to which of the following grid positions.

a. 1,1
b. 1,9
c. 2,7
d. 3,3

---

10 In position #7, the leader creates a laissez-faire attitude by allowing subordinates to define their own problems and to develop their own decisions within broad limits as defined by the leader. The leader is required to support all actions of subordinates which fall within the limits he has set.

Which of the following descriptions of leadership style is most appropriate to position #7 on the continuum.

a. Extreme relationship-oriented
b. Democratic
c. 1,9 on the grid
d. All of the above

11 The continuum suggests a broad range of possible leadership styles which should be suited to the situation. Sometimes the leader has the time and the problem is of such a nature that the leader will try to "sell" his men on his decision. But when time is of the essence and the subordinates may disagree with a decision, the leader should take advantage of a more authoritarian style.

Select the statement which describes the reasons why a leader might attempt to "sell" a decision to his subordinates in addition to announcing it.

a. Where time allows and the problem is of a suitable nature, a leader benefits from "selling" his decision by gaining a generalized commitment and reinforced enthusiasm.

b. Attempting to "sell" a decision to subordinates is helpful in terms of building better senior-subordinate relationships.

c. A leader might attempt to "sell" a decision to subordinates where there might otherwise be resistance to cooperating fully.

12 The leader's style, which will vary across the two-dimensional continuum, depends upon three basic factors: (1) The leader; (2) The situation; (3) The follower (group). It is the interaction of these three factors which determines what leadership style will be used. A change in any one of the three factors, or simultaneous changes in the these factors, will cause a shift in the leadership style to the left or to the right in the continuum model.

Select the statement which correctly describes the three basic factors involved in determining leadership style.

a. Leadership style is determined through interaction between the mission objectives, concern for welfare and personality variables.

b. Leadership style is determined through training, experience, and senior-subordinate interaction.

c. Leadership style is determined through interaction between the leader, the situation and the follower group.

---

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

The Leadership Style Continuum

Answer the following questions as indicated in your Student Guide.

---

1. An air group commander demands that his pilots develop professional skills and maintain flight proficiency, but keeps an open mind to suggestions for i proving delivery techniques and other combat tactics.

Which one of the following positions along the leadership style continuum does this leader portray?

a. Far to the right of center--considerable freedom for subordinate

b. From the above situation, it is not possible to assign the commander a position on the continuum.

c. To the extreme left, the authority position

d. In the center, the middle-of-the-road position

2. On a destroyer, the CIC team is trained primarily to perform technical jobs. The OI Division is also responsible for the cleanliness and preservation of certain portions of the weather decks.

Why should the OI Division Officer in this situation "sell" his men on his announcement that the weather decks had to be cleaned?

a. It makes no sense to persuade the men: time would be saved if the order to clean the weather decks were simply issued.

b. The men may absolutely refuse to perform such lowly work.

c. The men will work better and more willingly if they feel that the condition of the weather decks is important.

---

3. From the following choices select the item which identifies the position on the leadership style continuum which compares to a 5,5 leader on the military leadership grid.

a. Position #7

b. Position #1

c. Position #4

d. None of the above

4. A submarine CO acts authoritatively to restore all casualties sustained when his submarine hits a submerged mine. He does not hold any discussions as to what should be done, but directs repair activity forcefully, thus saving the ship. However, in handling other matters at a later date, he is very considerate of his shipmates and solicits their suggestions. Clearly the style of leadership in each of these cases is influenced by the context in which the leadership behavior occurs.

Which one of the following correctly describes the three basic factors which determine leadership style?

a. The situation, the leader, and the follower group

b. The leader, the follower group, and the leader's superiors

c. The situation, the follower group, and the leader's superiors

d. The situation, the leader, and the leader's superior

5. Which one of the following statements <u>correctly</u> describes the value of the leadership style continuum?

a. It is a training device.

b. It suggests a broad range of leadership behavior.

c. It helps improve qualities of leadership.

d. It serves to force leadership behavior into sharply defined categories.

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 3

1. d
2. c
3. c
4. a
5. b

---

Now, go to Summary 4 on the next page.

Summary 4

## The Relationship of Leadership Style to Senior-Subordinate Relationships

Any discussion of leadership style would be incomplete without consideration of the importance of leadership style to senior-subordinate relationships.

The style a leader exhibits in his relationships, whether coercive (authoritarian) or permissive (democratic), will have a great influence on the satisfactions obtained by both the leader and his subordinates.

A study by Bass introduced a third style of leadership (persuasive) to the dimensions of autocratic and democratic styles already in use. In the persuasive style, the aim of the leader is to bring about both public and private acceptance of his point of view. In the study by Bass, it was found that subordinates are most satisfied under a democratic leadership style and least satisfied under an autocratic style.

The persuasive style is much closer to the democratic than to the autocratic styles, and is therefore more satisfying to subordinates.

The Relationship of Leadership Style to Motivation

The impact of leadership style on the motivation of subordinates is of considerable importance in determining the effectiveness of a given style. Motivation is the first step in accomplishing an objective, or in learning a new situation. If a subordinate is motivated towards a given task, and if he performs the task well, then he will receive satisfaction. However, satisfaction on the part of a subordinate does not necessarily imply that he was highly motivated to the accomplishment of a specific goal from the beginning.

It is always a good technique to plan for motivation. Assuming that factors such as time are not critical, the leader who can "sell" his ideas to his subordinates instead of issuing orders to execute his decision has "moved to the right" on the leadership style continuum. Such a shift should bring about an increase in motivation on the part of subordinates.

A reinforcement study conducted by Spector and Suttel, demonstrates the influence of planning for motivation. CIC teams performed under three styles of leadership--authoritarian, democratic and reinforcement. As part of the

reinforcement style, the leader provided team members with rewards as each component task was successfully completed. The teams which performed under the reinforcement style performed significantly better than did the teams performing under either the authoritarian or democratic leaders. This study suggests that division officers can do much to promote motivation by using a few well-chosen words at the right time. "Social reinforcers" given to subordinates, whether in small group or team situations, will stimulate interest, promote morale and help naval officers to become more effective leaders. Research results have not been consistent in the matter of what style of leadership is most effective in motivating subordinates to effective performance. Some studies have shown that a directive (authoritarian), task-oriented leadership style promotes effective group performance. Other studies have shown a nondirective (democratic) human relations-oriented style is best. The kind of leadership style which is best in one situation may not be best in another.

Fiedler's contingency model, in which he classified various situations and tasks so that the most effective style for use in a given situation can be predicted, probably represents as good a tool as any to use in answering the question "What style is best?" Leadership performance depends as much upon the organization as it does on the leader's own attributes.

There probably isn't such a thing as an effective leader or an ineffective leader, but rather a leader who proves effective in one situation and not so effective in another situation.

In summary, we have discussed in this lesson the concept of leadership style, different theories of leadership style including Fiedler, the military grid, and the leadership style continuum. There is a definite relationship between Fiedler's leadership styles, the leadership grid and the leadership continuum. All three theories are based on the common dimensions of task orientation and people orientation, and all three emphasize the position of the middle-of-the-road leader.

We have shown that the leader, the group, and the situation all influence leadership style, and that there is no one leadership style which will guarantee effective performance. We have also discussed the influence that leadership style has on the welfare of personnel, senior-subordinate relations, and motivation of subordinates. Finally, the effective leader will adjust his style to meet a change in any of the three basic factors--the group, the leader, and the situation. An effective style in one situation may not prove effective in another situation.

---

This is the end of Summary 4. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 4

Answer the following questions as indicated in your Student Guide.

---

1. Why is leadership style important to the senior-subordinate relationship?

   a. It guarantees the attainment of the mission's objectives.

   b. It determines the lines of authority which exist between the leader and his men.

   c. It influences the level of performance and motivation of subordinates.

   d. The authoritarian style gets good results.

2. Select the statement which describes the goal of the persuasive style of leadership.

a. A leader's goal when employing the persuasive style is to bring about both public and private acceptance of his point of view.

b. A leader's goal when employing the persuasive style is to gain personal acceptance of his methods from subordinates and maintain a democratic position on the continuum.

c. A leader's goal when employing the persuasive style is to produce results and guarantee mission performance.

d. A leader's goal when employing the persuasive style is to manage the techniques of mission performance through delegation of authority.

---

3. Match the leadership styles on the left with the appropriate descriptions on the right.

| | |
|---|---|
| a. Task-oriented | 1) Authoritarian |
| b. Relationship-oriented | 2) Permissive |
| | 3) Coercive |
| | 4) Democratic |
| | 5) Directive |
| | 6) Nondirective |

4. Which one of the following best describes the effect leadership style has on motivation of subordinates?

a. Leadership style determines the number of mast cases.

b. Effective leadership style can motivate subordinates to want to do a good job.

c. Leadership style has little effect on subordinates who are uninterested in the Navy as a career.

---

5. As a leader's style becomes more oriented to the democratic (more freedom for subordinates), what effect does this have on motivating subordinates?

a. There will be a higher degree of motivation.

b. There will be a lower degree of motivation.

c. There will be virtually no change in motivation.

d. Motivation is unrelated to leadership style.

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 4

1. c
2. a
3. a-1, 3, 5; b-2, 4, 6
4. b
5. a

---

If you missed one or more questions, go to the next page and go through Programed Sequence 4.

Programed Sequence 4

## The Relationship of Leadership Style to Senior-Subordinate Relationships

OVERVIEW: In this programed sequence we shall discuss the relationship of leadership style to other aspects of leadership. Specifically, we will consider the effect of various styles of leadership on senior-subordinate relationships and motivation.

---

1 There is a definite relationship between Fiedler's leadership styles, the leadership grid and the leadership continuum. All three theories are based on the common dimensions of task-orientation and people-orientation, and all three emphasize the position of the middle-of-the-road leader.

Select the statement which identifies a common factor in the relationship between Fiedler's theory, the leadership grid, and the leadership continuum.

a. All three concepts serve as a choice for classifying leaders according to leadership style.

b. All three theories are based on the common dimensions of task-orientation and people-orientation.

c. All three theories emphasize the position of the middle-of-the-road leader.

d. All of the above

2 The style a leader exhibits in his relationships, whether coercive (authoritarian) or permissive (democratic), will affect the satisfaction obtained by all persons involved in the relationship.

Select the statement which describes the factor which is most likely to influence the satisfactions obtained by subordinates in their relationships with their leaders.

a. The subordinates' style

b. The subordinates' behavior

c. The leader's style

d. None of the above

3 A third style of leadership was introduced by Bass. In this style, the persuasive style, the goal of the leader is to bring about both public and private acceptance of his point of view. Evidence produced by Bass indicates that subordinates are most satisfied under a democratic leadership style and least satisfied under an autocratic style. The persuasive style is much closer to the democratic than the autocratic styles, and therefore more satisfying to subordinates.

Select the leadership style which is closest to the persuasive style.

a. Task-oriented

b. Coercive

c. Relationship-oriented

d. Authoritarian

4 The effectiveness of a given leadership style can be measured according to the influence it has on motivation. Motivation is the first step in accomplishing an objective, or in learning a new situation. The fact that a subordinate is satisfied does not mean that he is motivated. However, if he is motivated towards a given task, and if he performs that task well, then he will receive satisfaction.

Select the statement which best describes the relationship of leadership style to motivation.

a. The selection of an appropriate leadership style will serve to satisfy subordinates and thus raise their level of motivation.

b. Choosing the proper leadership style will greatly influence satisfaction among subordinates but has little affect on motivation.

c. Leader's who adopt a style designed to increase motivation in subordinates for a given task greatly increase the chances for subordinate satisfaction at the completion of the task.

d. None of the above

5 It is always a good technique to plan for motivation. Assuming that factors such as time are not critical, the leader who can "sell" his ideas to his subordinates instead of issuing orders to execute his decision has "moved to the right" on the leadership style continuum. Such a shift should bring about an increase in motivation on the part of subordinates.

Select the statement which describes the effect of a leader's efforts to "sell" his ideas to subordinates.

a. Efforts to "sell" ideas to subordinates may cause subordinates to lose confidence in their leader's ability to accept the responsibility for his decisions.

b. Efforts to "sell" ideas to subordinates will produce a shift in leadership style to the right on the style continuum and should consequently bring about an increase in motivation among subordinates.

c. Efforts to "sell" ideas to subordinates generally cause a decrease in motivation due to suspicions among subordinates as to why an idea must be "sold."

6 Using plotting teams of Combat Information Center trainees, Spector and Suttell compared team performances under three conditions of leadership style: authoritarian, democratic, and a style called "reinforcement," in which the leader of the team provided a reward to a team member as each component task was performed successfully. Teams led by leaders who used this reinforcement style were more highly motivated and performed significantly better than did CIC teams under either authoritarian or democratic leaders.

Select the statement which best describes the conclusion that can be drawn from the study by Spector and Suttell.

a. The results of this study suggest that a reinforcement style of leadership is incompatible with either democratic or autocratic styles.

b. The results of this study suggest that direct comparison of leadership styles is not possible.

c. The results of this study suggest that each component task of a mission should be considered separately and that varying styles of leadership should be applied to each for the best results.

d. The results of this study suggest that naval officers would become more effective leaders if they systematically used "social reinforcers" in their relations with subordinates in small group or team situations, e.g., praise recognition.

7 Research results have not been consistent in answering the question of what style of leadership is most effective in motivating subordinates to maximum effective performance. The kind of leadership style which is best in one situation may not be best in another. Leadership performance depends as much upon the organization as it does on the leader's own attributes. There probably isn't such a thing as an effective leader or an ineffective leader, but rather a leader who proves effective in one situation and not so effective in another situation.

Select the statement which provides the best answer to the question "What style of leadership is best?"

a. No single style of leadership is best for all situations. The most appropriate style should be determined according to the nature of the task, the group and the situation.

b. Research has indicated that performance is best when both the senior and subordinates are satisfied, therefore a relationship-oriented style in which power is shared is best.

c. In the military, where mission performance supercedes all other considerations in the final analysis, task-oriented leadership is usually the most appropriate.

d. Recent research findings have demonstrated that the most commonly applied leadership style classifications are out-moded and should be replaced by the reinforcement style which incorporates modern principles of behaviorism.

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This is the end of Programed Sequence 4. Now, go to the next page and take the Quiz.

Summary Post-Quiz 4

Answer the following question as indicated in your Student Guide.

---

1. Select the statement which describes the goal of the persuasive style of leadership.

   a. A leader's goal when employing the persuasive style is to produce results and guarantee mission performance.

   b. A leader's goal when employing the persuasive style is to manage the techniques of mission performance through delegation of authority.

   c. A leader's goal when employing the persuasive style is to bring about both public and private acceptance of his point of view.

   d. A leader's goal when employing the persuasive style is to gain personal acceptance of his methods from subordinates and maintain a democratic position on the continuum.

2. Which one of the following best describes the effect leadership style has on motivation of subordinates?

a. Leadership style has little effect on subordinates who are uninterested in the Navy as a career.

b. Leadership style determines the number of mast cases.

c. Effective leadership style can motivate subordinates to want to do a good job.

---

3. Why is leadership style important to the senior-subordinate relationship?

a. It influences the level of performance and motivation of subordinates.

b. The authoritarian style gets good results.

c. It guarantees the attainment of the mission's objectives.

d. It determines the lines of authority which exist between the leader and his men.

4. As a leader's style becomes more oriented to the democratic (more freedom for subordinates), what effect does this have on motivating subordinates?

a. Motivation is unrelated to leadership style.

b. There will be virtually no change in motivation.

c. There will be a higher degree of motivation.

d. There will be a lower degree of motivation.

5. Match the leadership styles on the left with the appropriate descriptions on the right.

| | |
|---|---|
| a. Relationship-oriented | 1) Coercive |
| b. Task-oriented | 2) Democratic |
| | 3) Directive |
| | 4) Authoritarian |
| | 5) Nondirective |
| | 6) Permissive |

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 4

1. c
2. c
3. a
4. c
5. a-2, 5, 6; b-1, 3, 4

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This is the end of Part Seven, Segment II.

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SEVEN

## LEADERSHIP BEHAVIOR AND STYLE

### Segment II

### Leadership Style

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## LEADERSHIP STYLE

### PROGRESS CHECK

Question 1.

From the following statements about leadership behavior and leadership style select that one which correctly describes the interrelationship between them.

a. Both leadership style and leadership behavior are relatively constant because the need structure motivating the leader is generally constant.

b. Leadership style is relatively constant, while leadership behavior varies depending upon the situation.

c. Leadership behavior and style vary because the need-structure of the leader varies.

d. The style a leader employs will differ from situation to situation, but the need-structure which influences his behavior may be seen as a constant.

Question 2.

From the following statements select that one which correctly defines leadership style in relation to a leader's responsibilities.

a. Leadership style concerns why a leader behaves the way he does.

b. Leadership style consists of the acts and functions a leader must carry out to fulfill his responsibilities.

c. Leadership style refers to the inconsistency of goals or needs in various situations.

d. Leadership style refers to the manner in which a leader fulfills his responsibilities.

Question 3.

LT Blake had been charged with the unpleasant but vital task of placating the irate population of a small village in a combat zone which had been the victim of an unfortunate accident caused by the military. He proceeded to recruit a squad of men from available personnel and with them set out to survey the extent of damage done and assist in repairs. At one point during the operation one of the men asked to be excused from this duty on the grounds that he had previously been involved in a dispute with several of the local people and felt that his attempts at pacification were making matters worse. LT Blake had observed this to be true and allowed the man to withdraw, stepping in to fill his place himself. Shortly thereafter he was approached by several of his men who complained that, try as they might, their efforts were useless. The villagers remained hostile and uncooperative and took advantage of every opportunity to provoke the men including theft of building materials destined for use in the repair of their own homes. The men suggested dropping the remainder of the plan and leaving the remaining supplies for whatever use the villagers chose for them. Blake rejected this idea and proceeded as had been originally planned. The task was successfully completed due to Blake's redoubled efforts at the repair work himself. When the sincerity of Blake's efforts became apparent to the villagers they soon pitched in to help.

Which classification of leadership styles listed below correctly describes LT Blake's actions according to Fiedler's concept?

a. Strictly task-oriented

b. Primarily task-oriented

c. Primarily relationship-oriented

d. Strictly relationship-oriented

Question 4.

Select the statement which best compares relationship-oriented and task-oriented styles.

a. Task-oriented leaders regard themselves as being primarily responsible for the success or failure of a mission while relationship-oriented leaders prefer to share decisionmaking with their men.

b. Task-oriented leaders are generally more dedicated officers than relationship-oriented leaders.

c. A relationship-oriented leader is one who is concerned only with the morale of his men while task-oriented leaders disregard morale.

d. A relationship-oriented leader is concerned primarily with mission accomplishment while a task-oriented leader is concerned equally with mission accomplishment and subordinate morale.

Question 5.

ENS Carpelli, being a fanatic baseball fan and ex-high school letterman in baseball, had never quite recovered from his failure to make the Academy team. Against this background, he approached the task of organizing a base softball team with a somewhat overzealous attitude. There was sufficient talent available for a successful team; however, motivation for winning became more a matter of avoiding ENS Carpelli's wrath than the positive motive to succeed. ENS Carpelli admitted that position designations had been made solely on the basis of his own "expertise" in the area. Individual preferences among team members were of tertiary significance at best. Practice sessions were approached with an air of urgency and the element of enjoyment for the sake of sport had been significantly reduced.

Select the proper classification of ENS Carpelli's leadership style according to the military leadership grid.

a. 1,9 (low concern for mission, high concern for people)

b. 9,1 (high concern for mission, low concern for people)

c. 1,1 (low concern for both mission and people)

d. 9,9 (high concern for both mission and people)

Question 6.

From the following statements select the one which correctly describes the purpose of the Military Leadership Grid.

a. The grid was designed to provide a scale against which good and bad leadership potential could be measured.

b. The grid provides a theoretical formulation of the elements necessary to strong and effective leadership.

c. The grid was designed to allow for classification of leaders in terms of concern for people and concern for production.

d. All of the above

Question 7.

MIDN Hallis has been commander of the 24th Company during the winter. This has been a period of high company morale. MIDN Hallis has led his men effectively and with success during his tenure. His approach to command has been one of moderation where all initial decisions made by himself remained open to chance at all times in order to accommodate the needs and requests of his subordinates. His style of leadership has resulted in a cohesive unit operating on essentially democratic principles. All agree that his command has been both successful and popular.

From the following designations of leadership style, select the one which best identifies the probable position of MIDN Hallis along the Leadership Style Continuum.

a. Leader states the problem and allows group to come to decision upon which they must act.

b. Middle-of-the-road leader

c. Autocratic leadership

d. Leader comes to decision by himself but "persuades" subordinates to accept decision and carry it out.

Question 8.

From the choices listed select the statement which best describes the reason why a leader might attempt to "sell" a decision to his subordinates in addition to announcing it.

a. Experience has demonstrated that it is always desirable to "sell" a decision to subordinates.

b. Once a leader has "sold" his decision to his subordinates he can count on their support in the event that something goes wrong.

c. Where time allows and the problem is of a suitable nature, a leader benefits from "selling" his decision by gaining a generalized commitment and reinforced enthusiasm.

d. None of the above

---

Question 9.

Select from the following statements that one which correctly describes the three basic factors involved in determining leadership style.

a. Variations in leadership style depend on: individual personality quirks, the constancy of a situation, and environmental factors.

b. Leadership style remains constant as a function of the personality of the leader, the effectiveness of his training and the situation involved.

c. Leadership style is primarily determined by the interaction of the situation, the leader, and the follower.

d. None of the above

Question 10.

From the following statements select the one which best describes the importance of leadership style to the senior-subordinate relationship.

a. It is important that leadership style remain relatively constant in order to preserve the stability of the senior-subordinate relationship.

b. The importance of leadership style to the senior-subordinate relationship can best be seen in terms of maintenance of discipline.

c. The importance lies in the fact that achievement of mutual satisfaction in a senior-subordinate relationship is dependent upon the leader adapting his style to the situation and to his subordinates.

d. The importance of leadership style to senior-subordinate relationships is depicted by the principle that a leader should choose the style which gives him the most power in a situation.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT II

REMEDIATION TEXT Syndactic Text - Vol VII-B

| ITEM | ANSWER | REMEDIATION REFERENCE |
|---|---|---|
| 1 | d | Summary 1 Page 1 |
| 2 | d | Summary 1 Page 1 |
| 3 | b | Summary 1 Pages 1-2 |
| 4 | a | Summary 1 Pages 1-2 |
| 5 | b | Summary 2 Pages 19-2 |
| 6 | c | Summary 2 Page 20 |
| 7 | b | Summary 3 Pages 39-41 |
| 8 | c | Summary 3 Page 41 |
| 9 | c | Summary 3 Page 42 |
| 10 | c | Summary 4 Pages 61-64 |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| | | |

PROGRAM FRAME ANSWERS

PART SEVEN

Segments I & II

## PROGRAM FRAME ANSWERS

PART Seven SEGMENT I TYPE Syndactic Text PAGE 1 OF 1 PAGES

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| Programed Sequence 1 | |
| 1 | c |
| 2 | a |
| 3 | b |
| 4 | d |
| 5 | b |
| 6 | a |
| 7 | d |
| 8 | c |
| 9 | b |
| 10 | b |
| 11 | d |
| 12 | d |
| 13 | d |
| 14 | a |
| 15 | b |
| 16 | b |
| 17 | e |
| 18 | e |

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| Programed Sequence 2 | |
| 1 | b |
| 2 | a |
| 3 | d |
| 4 | b |
| 5 | d |
| 6 | a |
| 7 | a |
| 8 | c |
| 9 | c |

# PROGRAM FRAME ANSWERS

PART Seven SEGMENT II TYPE Syndactic Text PAGE 1 OF 1 PAGES

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| Programed Sequence 1 | |
| 1 | a-2<br>b-1 |
| 2 | a |
| 3 | b |
| 4 | c |
| 5 | c |
| 6 | d |
| 7 | b |
| 8 | e |
| 9 | a |
| 10 | d |
| Programed Sequence 2 | |
| 1 | a |
| 2 | a-2, 3<br>b-1, 4 |
| 3 | c |
| 4 | d |
| 5 | b |
| 6 | d |
| 7 | a |
| 8 | a |
| Programed Sequence 3 | |
| 1 | a-2, 4<br>b-1, 3 |
| 2 | b |
| 3 | c |
| 4 | d |
| 5 | d |
| 6 | a |
| 7 | d |
| 8 | b |
| 9 | c |
| 10 | d |
| 11 | a |
| 12 | c |
| Programed Sequence 4 | |
| 1 | d |
| 2 | a |
| 3 | c |
| 4 | c |
| 5 | b |
| 6 | d |
| 7 | a |